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CATALOGUE

OF

OHIO UNIVERSITY

ATHENS, OHIO

1903-1904

AND

CIRCULAR OF INFORMATION

FOR

1904-1905

PUBLISHED BY THE UNIVERSITY
1904

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Article 2, Ordinance of 1787.

*"That there shall be an University instituted and established in the town of Athens * * * for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

"Whereas, Institutions for the liberal education of youth, are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc."

Preamble, Act of Ohio Legislature Establishing the
Ohio University at Athens, February 18, 1804.

OHIO UNIVERSITY

AND

THE STATE NORMAL COLLEGE

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Professors Williams, Waite, Bachman, Chrisman, and Gaskell.

GENERAL INFORMATION

OHIO UNIVERSITY

ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority and the Governor of the State is, *ex-officio*, a member of the Board.

LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the central and northern portions of the state by the Columbus, Hocking Valley, and Toledo, and Kanawha & Michigan railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the town are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its board of health is vigorous and efficient. There are few towns in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of

striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University buildings are located in a beautiful campus. They occupy a slight elevation extending east and west across the grounds, fronting the north. Before them lies a park of about five acres containing a grove of fine forest trees and skirted along its northern limit by a row of magnificent elms. Beyond these sentinel trees extends a greensward sloping beautifully to the street. In front of the line at the northwest angle, stands an elegant soldiers' monument. When this park is lighted up at night by electricity it presents a charming view. The remainder of the campus, which is in the rear of the buildings, is devoted to recreation.

BUILDINGS

The buildings, seven in number, are of brick and brick and stone. The central building was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

The two wing buildings, once used for dormitories, have been transformed into recitation rooms and laboratories.

The chapel building in the rear of the central building is used by the College of Music. In the second story are society halls with committee rooms attached.

The new building, known as Ewing Hall, is one of the finest college buildings in southeastern Ohio. It is a T-shaped structure, four stories high including basement, and measures 156 feet in length by 131 in depth. Within is an auditorium, with gallery, furnishing seating capacity for about nine hundred people. It contains a president's office, nine recitation rooms with professor's offices attached, the laboratories of the Department of Physics and Electricity, a trustees' and secretary's office, the rooms of the Commercial College, art rooms, and a gymnasium in the basement with four thousand square feet of floor. The methods of heating and arrangement of detail are modern and well-adapted to educational work.

The new Normal College building is located about sixty-five feet from the west side of University Terrace and faces the east. The plans and specifications, prepared by Frank L. Packard, of Columbus, Ohio, call for a building thoroughly modern and up-to-date. Among the things held in mind in planning the building were its fitness for the work to be done in it, its sanitary and hygienic conditions, its safety in construction, its fire-resisting quality, and its architectural design showing art, culture, and refinement.

The design is the modernized treatment of the Italian Renaissance. The building will have, when completed, a frontage of two hundred and twenty-three feet and a depth of sixty-eight feet, the main or central portion being four stories high and the lateral wings three stories high. First quality vitrified clay block, of a reddish brown color with a rough sand finish, is used in the construction. These clay blocks are about one and one-half times larger than the standard size brick and when laid up in bold courses of four tiers, in mortar same color as the brick, appear as one course eighteen inches wide; then comes a course of standard size red brick set back from the face of the dark brown brick one inch, continuing in this manner from the base course at the grade line to the top of the second story with the same treatment, thence up to the corner of the remaining stories in the form of quoins. The body of the wall above the first two stories is of dark red face brick, laid in red mortar. Surmounting these walls is a cornice three and one-half feet high by five feet projection. The entire building is covered with a hip roof laid with horn pattern red tile, broken only by the dormers. The trimmings of the walls and the openings and entrances of the buildings are of buff oolitic limestone.

The main and central entrance, the prime feature of the design, is two stories in height, built of stone with enriched ornaments. This stands out strong and bold and is the only emphasized portion of the design. The construction of the entire design was with a view to symmetry and balance.

The interior side walls of the corridor in the ground floor, first, second, and third floors, are wainscoted from the floor up to a point five feet above with glazed brick. The walls and ceilings above this wainscoting are plastered in sand finished mortar. All rooms throughout the building have wainscot-

ing five feet high of Keene's cement. The walls and ceilings above this wainscoting are finished in a gray sand finish, it being the idea to pay special attention to the interior finish of the floors and having as little wood work as possible around the doors and windows and without base, except a cove at the intersection of the cement wainscoting and floor.

The system of heating and ventilation is known as the hot blast or fan system, being installed so as to be capable of renewing the air in the building every fifteen minues.

Particular attention has been paid to the lighting of the rooms, which have ample outside glass area to meet the requirements in this particular. All corridors and stairways throughout the building are straight and fire resisting and ample to comply with the laws of the state governing such buildings.

On the ground floor are located individual lockers for the students where they may place their books, wraps, etc. There are also a store-room for books, general store-room, stack-room for library, work room, students' lunch room, gymnasium, physical director's room, general lavatories and toilet rooms for students. The heating and ventilating apparatus is also located on the ground floor.

On the main floor, and opening off of the main central entrance, is located a general reception room on the right with connecting office and lavatory. On the left of the entrance is a class room with professor's private room having lavatory connecting.

Leading from the main central corridor, which divides the building in its length, are six class rooms of ample size to accommodate classes of forty students. The library is located on this floor and occupies the right wing of the building, with reference room and lavatory connecting. Class rooms occupy the left wing.

On the second floor, which is reached by two broad iron staircases, are located seven class rooms with professors' retiring rooms and lavatories.

On the third floor of the main central building are located two large class rooms and two laboratories. Here are found ample quarters for the Biological Department and the Department of Public-School Drawing. The wings, when completed, will furnish an Assembly Room, having capacity for

seating 500 people; well-arranged rooms for the Training School; and space for classes in manual training, domestic science, etc.

The main, central portion of the building is now completed. The wings will be put up just as soon as the needed money can be secured.

Provision has been made for a new Library Building to cost \$40,000. It will occupy a desirable position on the southwestern part of the campus. It is expected that the building will be ready for use with the opening of the Fall term, September 13, 1904.

The design is classic. The body of the building, which is of brick, is faced with gray speckled pressed brick. The steps, platforms, window and door sills, window caps, belt course, and other cut stone trimmings are of buff Bedford stone. The roof is of red tiles.

The building has three principal entrances, all of which are emphasized features of the structure. In the basement is located the museum, the work room, the heating and fuel room, and toilet rooms for men and women. This basement is ten and one-half feet high in the clear and is well lighted.

On the first floor are located the general reading room, newspaper and periodical room, reference room, and gentlemen's room, all 18 x 26 feet. These rooms are well lighted and conveniently located to the general delivery room, which is octagonal and occupies the center of the floor above the basement. This general delivery room is twenty-eight feet in diameter having eight engaged columns which extend up and support the dome above. On either side of the desk in the delivery room is an archway leading back to the study and the room of the librarian. Adjoining the librarian's room and study and delivery room is a stack room capable of caring for thirty thousand volumes. Leading from this stack room is a stairway to the mezzanine floor, where an additional tier of stacks may be placed if needed. Beneath the stack room is the work room where books may be unpacked, rebound, etc.

WOMEN'S HALL

This is located nearly opposite the north entrance of the campus. It is a fine, commodious brick structure, heated by steam, where beautiful rooms are occupied by women teachers

and students. Excellent boarding can be had at moderate cost at the hall.

Hereafter all young women who are not residents of Athens will be required to reside in the dormitory unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make the place as attractive and pleasant as possible and at the same time to keep the cost as low as is consistent with the accommodations provided. The cost will range from \$3.25 to \$4.00 per week, according to the size and location of room. Everything is furnished except soap and towels. About thirty young women can be received.

LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally provided. The college and society libraries contain about 18,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are not only useful for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS AND CABINET

The departments of Mathematics, Astronomy, Physics, Chemistry, Biology, and Electrical Engineering are well equipped with valuable apparatus, which is put at the personal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon that a student really enters upon possession of his knowledge only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The large Biological Laboratory has been fitted up with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than fifty microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well-equipped for embryological and bacteriological work.

In the department of Physics, besides balances, specific gravity apparatus, pulleys, centrifugal devices, pumps, barometers, manometers, pendulums, and a great deal of other apparatus for the demonstration of the principles and laws of mechanics, etc., there are: a set of mounted tuning-forks for bows, a complete set of electromagnetic forks of various pitches, sonometer, siren, pipes, etc., for work in sound; lenses, prisms, mirrors, polariscopes, spectroscope, spectrometer, diffraction gratings, projecting lantern, cameras, etc., for light; radiometers, thermometers, calorimeters, and other apparatus for heat; and a very good equipment of dynamos, motors, calibrating and measuring instruments, resistances, galvanometers, condensers, magnetometers, induction coils, batteries, Wheatstone bridges, various forms of reversing switches and keys, electrometers, standard cells, electro-dynamometers, and a great deal of other apparatus suited to the general demonstration of the subjects of electricity and magnetism, and to the requirements of the electrical course outlined elsewhere in this catalogue. In addition to this there is ample equipment for individual laboratory work in both the beginning and advanced courses.

The chemical laboratory is equipped for work by the students in general chemistry, qualitative and quantitative analysis, and organic chemistry. The work tables for students are supplied with water and gas. Hoods are supplied for experiments upon the noxious gases. A still is set up for the continuous production of distilled water. The apparatus required by the student for the laboratory work is loaned to him and payment required at the end of the term only for what is missing or has been broken.

A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of Mineralogy and Geology. But we are greatly in need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

MAPS AND CHARTS

Excellent sets of maps, chiefly those of Kiepert and others published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those already on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

ADMISSION AND DISCIPLINE

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Ohio University recognizes, and gives full credit to, the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the University of the State Normal College *without examination*, ample opportunity being given them to make up required work in which

they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.

In all cases where students seek to enter any of the colleges or departments of the University, without examination, a "Certificate of Application for Admission," stating the subjects satisfactorily passed in the high-school course and signed by the local superintendent of schools or principal of the high school, must be presented. Certificates, enabling prospective students to comply with the conditions herein stated, will be sent to all applying for them.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing in either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time, he will be dismissed.

Stress is laid upon the fact that no young man or woman need hesitate to enter the Ohio University for lack of means, or because of inadequate preparation. The surest guaranty of success is an honest and a determined effort to succeed. If the student has learned nothing more during the years

spent in college than how to study and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

RELIGIOUS INFLUENCE

Students are required to be present at general exercises in the chapel every morning, unless excused by the faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A students' prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind;" and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with the organizations and does all that is possible to aid them in their work.

FEES

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of five dollars per term. Besides this, instruction in the following branches is to be regarded as extra and must be paid as follows:

Piano, elementary	\$12 00
Piano, advanced	15 00
Voice culture	15 00
Use of piano, one hour daily.....	2 00
Bookkeeping	5 00
Stenography and typewriting.....	5 00
Painting	10 00

The fees in Music include the registration fee of five dollars.

The fees named are for *each* of the three terms of the college year. In all branches of musical instruction two lessons per week are given. For full statements regarding the work of the College of Music and the Commercial College see special announcements elsewhere. Instruction in Drawing and Vocal Music, in classes, is free to all students whose registration fees have been paid.

The regular fee in Chemistry and Electrical Engineering is one dollar per term to cover the cost of materials used. To this should be added a small charge for breakage—to careful students usually not more than a few cents. After

the second term in Chemistry the regular fee is two dollars per term.

Those students who wish to pursue studies privately in the college departments for which they desire to have credit toward the attainment of a degree, will be required to pass an examination on each branch, and for this examination an extra fee of \$5.00 will be charged, which may, however, be remitted by a vote of the Faculty.

All fees must be paid within the first thirty days of the term. No exception can be made to this regulation. The registration fee must be paid when the student enters.

EXPENSES

Board can be obtained within a reasonable distance of the University at \$3.25 per week. By forming clubs, students may board at from \$1.75 to \$2.25 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low—as low as that of any institution affording equal advantages. It is earnestly recommended to parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST.		HIGHEST.	
Registration fee.....	\$15 00	Registration fee.....	\$15 00
Board in clubs, average....	80 00	Board in private family....	140 00
Room	20 00	Room	30 00
Books	10 00	Books	15 00
\$125 00		\$200 00	

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the Literary Societies, the Athletic Association, and subscription to the college paper, "THE MIRROR." The additional charges for students who take electives in Chemistry and for the special class in Electricity are elsewhere noted.

METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

COURSES OF STUDY

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The Classical course, in fullness and matter, will compare favorably with that of the best institutions. The Philosophical course is so arranged as to meet the wants of those who may prefer to study modern languages and English branches instead of Greek, for which French, German, and

English are substituted. In the Scientific, prominence is given to Mathematics and the Physical Sciences.

The Normal College courses are intended to fit students for the profession of teaching. A fuller statement of their aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to enter upon with advantage. But no student will take a study to which he has not been assigned or discontinue a study, without permission obtained from the Faculty.

ELECTIVES

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than eighteen, unless some of the studies are *review* work, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshman year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted, however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective, he must pursue this branch until his deficiencies are made up.

During the past few years a number of students, both undergraduate and post-graduate, have pursued advanced studies on special lines. With the recent increase in the number of the Faculty a large number of students can be accommodated and in a larger number of branches.

DEGREES

The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The Master's degree (A. M., Ph. M., M. S., or M. Ped.) will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, and have, in addition, furnished a thesis after one year's work in residence. The fee for this degree is ten dollars.

No degree will be conferred until all dues are paid.

THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The first award was made, in 1893, to Miss Carrie Schwefel. The second award was made in 1895, the prize being divided between Miss Esther Burns and Mr. John H. Atkinson. The judges were Mrs. Annie Fields, Mr. Maurice Thompson, and Mr. E. C. Stedman. Under the third award Miss Virginia M. Houston received the prize. The judges were Mrs. Margaret E. Sangster, Mr. W. D. Howells, and Mr. Clinton Scollard. The fourth award was to Miss Virginia M. Houston, Miss Willa C. MacLane, and Mr. John H. Atkinson. The last award, the fifth, occurred in September, 1901, at which time ten productions were passed upon by the following-named committee of judges: Mrs. Ella Wheeler Wilcox, Professor C. E. Woodberry, and Professor W. H. Venable. The three ranking poems, in order, were as follows:

3. VIA DOLOROSA, Miss Willa C. MacLane, Toledo, O.
2. THE OLD FLAG, Mr. F. C. Schofield, Dunkirk, Ind.
3. SONNET TO A STREAM, Miss Virginia M. Houston, Warwick, N. Y.

The thanks of the University authorities are due and are herewith tendered to the distinguished writers, who acted as judges, for the care with which they examined the verses submitted to them as well as for the interest they took in the competition.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given:

Amount about \$50. Date of award not later than the opening of the Winter term, 1905.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the Winter term, 1905.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem*, who shall independently of each other pass upon the productions submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope with your name and address to the President of the University. This envelope will not be opened until the award of the judges has been made.

LITERARY SOCIETIES

There are two literary societies in the University, the Athenian and the Philomathean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students

who desire to have more extended practice in the public discussion of important questions.

In the first annual contest in oratory, between the two literary societies, held in the Spring term of 1901, Miss May S. Conner, of the Philomathean Society, won the first prize of \$25.00 and Miss Lissa Williamson, of the same society, won the second prize of \$15.00. The second annual contest, between representatives of the same societies, occurred in the Spring term of 1902. James P. Wood, Jr., of the Philomathean Society, won the first prize of \$30.00 and A. G. Elder, of the Athenian Society, won the second prize of \$20.00. In the contest, held in the Spring term of 1903, Albert J. Jones, of the Philomathean Society, took first rank with a prize of \$25.00 and Victor Alvin Ketcham, of the Athenian Society, was given second rank and a prize of \$15.00.

At the Summer term, of 1902, a declamatory contest was held. The first prize of \$15 was awarded to Arthur C. Everitt, of Lancaster, and the second prize of \$10 was awarded to Margaret M. Cooper, of Athens.

At the Summer term, of 1903, Miss Martha Poffenberger, of Portsmouth, O., received a gold medal as the successful contestant in the declamatory contest.

FACILITIES FOR PHYSICAL INSTRUCTION

GYMNASIUM — The University has a large gymnasium which has already been equipped with considerable apparatus, and the supply is being increased from time to time. The dressing-rooms are supplied with large lockers for clothing and with hot and cold shower baths. The use of the baths and the gymnasium is free to students. In the conduct of the gymnasium the aim is not so much the development of a few gymnastic experts as the provision of wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gentlemen. Thirty hours' credit toward graduation is given for one year's class work.

ATHLETIC FIELD — The athletic field is a level tract of ten acres, owned by the University and situated a few minutes' walk southward from the campus. The field has been equipped especially for base-ball and foot-ball. The campus

itself provides room only for tennis-courts, and for a small practice ground close by the gymnasium.

SUPERVISION OF ATHLETIC SPORTS — The general supervision of athletic sports is vested in two boards; the Advisory Board and the Faculty Committee. The Advisory Board, elected by the Athletic Association, consists of five members, and represents the Faculty, the alumni, and the students. This board has charge of all financial affairs of the Athletic Association and the arrangement for intercollegiate games. The Faculty Committee, composed of three members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

DETAILED STATEMENT
OF THE
Departments of Instruction.

GREEK

CHARLES W. SUPER, *Professor.*

ELI DUNKLE, *Associate Professor.*

It is the aim of this Department to enable students to read the authors commonly read in colleges and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the student than by the use of selections only. It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity, — a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education. In our Preparatory Department we have attained the best results by keeping the student to the Attic Greek exclusively. In this

way, and we believe in this way only, can he be firmly grounded in the essential forms of the most important of the Greek dialects. With it as a norm he is best enabled to understand the variations exhibited by the other dialects, even those that are older. Equivalents offered by students who have prepared elsewhere will be recognized and full credit given. The authors read in the college classes vary somewhat from year to year. During 1902-3 the following works were studied; portions of the Iliad; selections from Herodotus, Thucydides, and Xenophon; four orations of Lysias; Jones's Greek Prose; Kitchel's Plato entire; the Gospel of Luke and several of the Pauline Epistles; Euripides's Alkestis and Elektra; Sophokles's Elektra and Oedipus Tyrannus; Aeschylus's Prometheus Bound.

More important, however, than any quantity of text perfunctorily read is a knowledge of the language and a true conception of Greek life and the artistic ideals of the Greeks. The college library is well supplied with works of reference to which every student has access and which he is urged to exploit to the fullest extent. But there are certain indispensable books which he must have at his elbow if he desires to make satisfactory progress and is not content merely to get the lesson for the day. These are a standard Greek Grammar; Goodwin's Moods and Tenses; Liddell and Scott's Lexicon; Peck's Classical Dictionary; a Classical Atlas. Some of these manuals are just as useful for the study of Latin as for Greek.

Students who wish to pursue Greek beyond the prescribed undergraduate course can be accommodated with three exercises per week for three terms, the subject to be studied or the authors to be read to be selected by the professor after consultation with the candidates. In addition to subjects exclusively Greek, one term in Greek History and one term in Comparative Philology may be taken.

LATIN

D. J. EVANS, *Professor*.

MARY ELLEN MOORE, *Instructor*.

Admission to the Freshman class, without conditions, is given students who finish the Preparatory course of the Ohio

University, and to those who bring from first-class high schools, certificates covering the same course, or an equivalent. This course is: Cæsar, four books; Cicero, seven orations; Vergil's Aeneid, Books I.-VI.; forty lessons in Latin Composition and Roman History to the end of the Republic.

The work of the Freshman year is required for the degrees of A. B. and Ph. B., and consists of the study of De Senectute, De Amicitia, Livy, Horace's Odes and Epodes, and also weekly exercises in writing Latin. Credit of 156 hours is given.

The work of the Sophomore year is required for the A. B. degree, though 4th year Greek may be substituted for it. It includes the study of the Letters of Horace, Satires of Juvenal, selections from Seneca, Petronius, Pliny, and Quintilian. Credit of 117 hours is given.

ELECTIVES

1. A year is given to the study of the history of the Roman people to the end of the Republic, dwelling especially on the development of the constitution, growth of political institutions, and territorial expansion. Credit of 156 hours is given, but no credit is allowed unless the whole year's work is done.

2. Teachers' Course: Each Spring term a class is organized to qualify advanced students for teaching such Latin authors as are generally taught in first-class high schools. College credit of 24 hours is given for this work.

3. A one-year course in Medical Latin.

For 1904-5, students in Freshman Latin will provide themselves with Latin-English and English-Latin lexicons, Allen & Greenough's Latin Grammar, Bennett's De Senectute and De Amicitia, Peck's Livy, Books I., II., XXI., and XXII., Smith's Odes and Epodes of Horace, and Gow's "Classical Companions."

Students in Roman History (Elective) will be required to provide themselves with Epochs of Roman History and Classical Atlas.

The required work in Latin aims:

1. To teach students of fair ability to read understandingly the Latin authors usually studied in our colleges.

2. To enable students to translate at sight selections from Eutropius, Cæsar, Romæ Viri, and Cicero, and to write the Latin of simple English narratives.

3. To give as complete knowledge, as time permits, of Roman life and manners, customs, and political institutions.

4. To teach the pronunciation of Latin words and the scansion of Latin meters in most common use.

In the whole work the endeavor is to impress on the minds of students that the Latin is the language of a moral and practical people who left their mark on the world in law and government, and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Harper's Lexicon, Kiepert's wall-maps of the Roman Empire and of various countries, Smith's Dictionary of Classical Biography, and Smith and Seyffert's Dictionaries are freely accessible to students for reference in their work.

They have access also to Simcox's, Teuffel-Schwabe's (Warr's translation), and Browne's Histories of Latin Literature; and to Guhl and Koner's Life of the Greeks and Romans.

MATHEMATICS AND ASTRONOMY

PROFESSOR HOOVER.

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

FRESHMAN ALGEBRA — The continuation of Fisher and Schwatt's *Higher Algebra* used in the preparatory courses and starting with harmonical progressions. In addition, the chapters on the binomial theorem, logarithms, permutations and combinations, variables and limits, the parts of Chapter XXIII. on infinite series which contribute to the determination of the condition of convergency of the expansion of a binomial with any rational exponent, of the exponential and logarithmic series of Chapter XXVII., and of recurring series in Chapter XXXVII.; also, the parts of Chapter XXXV, em-

bracing the theorem of undetermined coefficients and its application to, at least, the expansion of rational fractions into series, partial fractions, and to finding "the general term"; recurring series, method of differences, interpolation, Chapters XXXIX. and XL. on determinants and the theory of equations, all illustrated by the solution of many original exercises.

SOLID GEOMETRY—This is regularly given in the Fall term. The abridged text of Phillips and Fisher is used. All the four books are taken, including all the original exercises. Constant attention is fixed upon the ultimate theorems to be established and thus the continuity and logic of the work are made prominent. Exact conception of the locus is distinctly aimed at, and considerable drill in mental work is given.

PLANE TRIGONOMETRY AND SURVEYING—There will be used, in the Spring term, the second revised edition of Wentworth's *Plane Trigonometry and Surveying*. Hussey's mathematical tables will be used. The last four weeks are given to the surveying in which besides the working out of the elementary theory, as large practice in the use of the surveyor's compass, transit, level, and other instruments as possible is given. In the trigonometry, more time is given to the theory than to numerical exercises, and the aim is to emphasize rigorous and exact analysis. Such methods in computation are used as the astronomer and professional computer observe.

SPHERICAL TRIGONOMETRY—Chauvenet's excellent and standard text is used. About all the text for which the student is, at this stage of his mathematical study, prepared is taken. Special pains is taken in computation.

ANALYTICAL GEOMETRY—Nearly all of Nichols's text is taken in the Winter term, special effort being put upon the original exercises. This branch is of great importance to engineering students. It is, besides, one of the most intellectual undergraduate branches of study.

DIFFERENTIAL AND INTEGRAL CALCULUS—Heretofore, these two divisions of the text of Osborne have been taken in the Spring term of the Sophomore year; but later, a term will be given to each. The logic of the fundamental theory is closely examined, and great variety of application is made. The

method of limits is the basis for the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

ANALYTICAL MECHANICS — Bowser's text, applying every previous mathematical course of the student, is taken in the Fall term of the Junior year, and affords the best chance of show of ability of the mathematics he has so far had. About three-fourths of this text is taken, most of which relates to Statics and Dynamics.

COLLEGE ASTRONOMY — Young's *General Astronomy* is used, most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer.

ELECTIVES — The following are among the electives in recent texts by the best American and British writers: Advanced Theory of Equations, including Advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations; Advanced Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Least Squares; Mathematical Optics, and other mathematical Physics, with Theoretical Astronomy.

RHETORIC AND ENGLISH LITERATURE

PROFESSOR CHUBB.

ASSOCIATE PROFESSOR WILSON.

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric the main stress is placed upon the actual work in composition done by the student. In the study of Literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

When studying Literature emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.

Preparatory to College English, the student must have a thorough knowledge of Grammar, and must have completed the following six terms' work or an equivalent:

PREPARATORY ENGLISH

First Term: Composition and Rhetoric.

Second Term: American Literature—selections from Irving, Bryant, Whittier, and Poe.

Third Term: American Literature continued—selections from Holmes, Longfellow, Hawthorne, and Lowell.

Fourth Term: English Literature—selections from Shakespeare, Milton, Pope, and Addison.

Fifth Term: English Literature continued—Wordsworth, Coleridge, Carlyle, Burns, and Arnold.

Sixth Term: Composition and Rhetoric—a study of Description, Narration, Exposition, and Argumentation.

The Amount of College English Required for Graduation

For the B. S. degree, 150 hours' credit.

For the A. B. degree or B. Ph. degree, 198 hours' credit.

COLLEGE COURSES

Fall Term

1. TENNYSON—A study of the Idyls of the King, In Memoriam, The Princess, and some of the shorter poems. Three hours. (Required.)

2. SHAKESPEARE—Julius Cæsar, Macbeth, Hamlet, Othello. These plays will be studied in class. In addition four comedies will be assigned for cursory reading. One lecture a week will be given. Four hours. (Sophomore required.)

3. COLLEGE RHETORIC—In this work the stress is placed upon paragraph-writing and editorials. Three hours. (Required for all degrees, Sophomore.)

4. 19TH CENTURY PROSE LITERATURE—Ruskin, Carlyle, and Arnold are studied in class. Four hours. (Junior required.)

5. FICTION—Lectures and discussion on the history and art of fiction. A study of "Silas Marner," and the "Scarlet

Letter." Two hours. (Freshman elective) Professor Wilson.

6. THE ENGLISH BIBLE—This course is offered by several professors. It is open to all. One hour. Given each term.

Winter Term

7. EMERSON—The prose of Emerson is studied, also Chubb's "English Words." Three hours. (Freshman elective.)

8. SHAKESPEARE—A study of the English Historical Plays in chronological order, King John, Richard II., Henry IV., Henry V., Henry VI., Richard III., and Henry VIII. Four hours. (Open to all who have taken the first term in Shakespeare.)

9. PUBLIC SPEAKING AND ARGUMENTATION—This course is to give a training in public speaking, special stress being placed upon argumentation. It is not intended to be a course in formal logic, but a study of the principles of argumentation as used in every-day life. Each student will appear at least once during the term in a public debate given in the University Auditorium. Alden's "Art of Debate" is the text used in connection with the study of specimens of argumentation. Open to all who have taken Course 3. Three hours.

10. BROWNING—A study of his shorter poems. Three hours. (Senior elective.)

11. CRITICISM. The Analytcs of Literature. Three hours. (Senior elective.)

12. The Literature of the Bible. One hour. (Freshman elective.) Professor Wilson.

Spring Term

13. BYRON, KEATS, AND SHELLEY. Three hours. (Freshman elective.)

14. CHAUCER. Four hours. (Sophomore elective.)

15. HISTORY OF ENGLISH LITERATURE—A text is studied and each member makes a special study of a topic assigned. Four hours. (Junior required.)

Before taking this course, students are required to have read the following English masterpieces: Shakespeare's

Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L'Allegro, and Il Penseroso; Bunyan's Pilgrim's Progress; De Foe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Burns's Cotter's Saturday Night, The Twa Dogs, and Tam O'Shanter; Shelley's Cloud, Skylark, and Ode to the West Wind; Keats's St. Agnes, Grecian Urn, and Nightingale; Browning's Pippa Passes; Tennyson's In Memoriam and The Princess; Scott's Ivanhoe, Kenilworth, Talisman, or Woodstock; Eliot's Adam Bede, Mill on the Floss or Middlemarch; Dickens's David Copperfield, Pickwick Papers, Oliver Twist, or Old Curiosity Shop; Thackeray's Henry Esmond, Vanity Fair, or The Newcomes; Stevenson's Treasure Island, Master of Ballantrae, or David Balfour.

16. BROWNING—The Ring and the Book. Open to those who have taken Course 10. Three hours.

17. WORDSWORTH—Junior and Senior elective. Two hours. Professor Wilson.

18. MILTON—This course will alternate with 17. (In 1905 Wordsworth will be offered.)

HISTORY, ECONOMICS, AND POLITICAL SCIENCE

PROFESSOR HIGLEY.

Modern European History

The growth and development of the great nations of the present time will be studied. Especial attention will be given to the countries of modern times whose history is closely connected with that of the United States. The evident decline of some of the nations of modern Europe will be noted and an attempt will be made to find the reasons therefor.

Some time will be devoted to a study of China and Japan.

Fyffe's "Modern Europe," Schwill's "Modern Europe," "World Politics," by Paul Reinsch, Noble's "Russia and the Russians" and the standard text-books on English and French history will be used in 1904-1905.

United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civic and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining all the light possible upon the subject under discussion as well as to broaden the mental vision of the student. The work for the year 1903 and 1904 was as follows:

Preparatory United States History — Required

FIRST YEAR: FALL TERM—History of the United States, three hours per week.

WINTER TERM—History of the United States, four hours per week.

SPRING TERM—Civil Government, five hours per week.

Collegiate History — Elective

FALL TERM—The Colonial Period and the Formation of the Union, four hours.

WINTER TERM—The Period of Slavery Agitation, four hours.

SPRING TERM—The Civil War and the Reconstructed Nation, four hours.

"The Epochs of American History" will be used as guides in the study of the above courses.

The "Life of Lincoln," will constitute the basis for the work of the Spring term.

Special Electives

FALL TERM—History and study of the Constitution of the United States, three hours. The Territorial Expansion of the United States, two hours.

WINTER TERM—Immigration and its Effects upon this country, two hours.

SPRING TERM—The History of Political Parties, three hours. Municipal Government, three hours.

In the Special Electives, the Madison Papers, The Federalist, Poore's Constitutions and Charters, American State Papers, Reports of Directors of the United States Mint, the Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes, Von Holst, Schouler, Pitkin, and the American Statesman Series are constantly at hand for reference. Hamilton's, Jefferson's, Clay's, and Calhoun's works are always accessible and often used.

Political Economy

FALL TERM—The Elements of Political Economy, Part I, three hours.

WINTER TERM—The Elements of Political Economy, Part II, three hours.

The work outlined above is required in the Collegiate Department. Laughlin's "Elements of Political Economy" will be the text used. The fundamental principles of the subject will be studied in the first term, followed in the second term by their practical application to the questions of to-day.

Elective Economics

WINTER TERM—Advanced Economics, three hours.

SPRING TERM—Money and Banking, three hours.

Hadley's Economics will serve as a text-book in the Winter term. F. A. Walker's Political Economy and Marshall's Principles of Economics will be used as references.

"Money and Banking," by Horace White, will be used as a text-book in the work of the second term.

PHILOSOPHY AND PEDAGOGY

PROFESSOR DOAN.

It is the policy of this Department to teach all the subjects under its direction from the normative point of view. While exact scientific description and explanation are a constant aim in any given course, yet these scientific results are considered chiefly valuable in their practical or normative consequences. Thus in the courses in Ethics norms of *right* living, in the courses in Logic norms of *right* thinking, and in the courses in Pedagogy norms of *right* teaching are the constant aim. It is obvious that none of these results could be attained independently of a careful analysis of the human mind with its natural processes. Psychology therefore is in the estimate of the Department the final court of appeal in those instances where a conflict between these various ethical, logical, or pedagogical norms seems imminent. Thus it will be seen that it is the primary aim of the Department to give the student a consistent view of life and that all the work of the Department is planned to contribute to this end.

It is also the policy of the Department not to neglect the professional side of its field by an exclusive emphasis of the above practical aspect. Each year advanced work is offered in Philosophy and Pedagogy aiming to yield a professional interest in these subjects. The nature of these advanced courses is determined from year to year by the existing needs of the students.

COURSES OF STUDY

Fall Term

1. ETHICS — (Elective.) Three hours per week.

The purpose of this course is two-fold: 1st, the general definition of ethical concepts, as "conduct," "motive," "duty," "right and wrong," and 2d, the application of these concepts in the life of the individual.

This course does not presuppose a technical knowledge of psychology and is offered especially as a Sophomore elective. The work may be continued throughout the year, if desired. Text: Mackenzie's "Manual of Ethics."

2. PSYCHOLOGY — (Junior required.) Three hours per week. Text: James's "Psychology." (Briefer Course.)

3. PHILOSOPHY — (Elective.) Three hours per week.

During the year 1903-'04 the students in this advanced course made a special study of leading philosophical systems and movements. In the Fall term (1903) the subject under investigation was "Greek Philosophy and Its Effect upon Modern Thought." Weber's "History of Philosophy" was taken as a guide. References: Zeller, Benn, Ueberweg, Erdmann, and others.

4. PEDAGOGY — (Elective.) Three hours per week.

Special courses of lectures and assignments of library work will be provided for those students who have had the preparatory training and who desire more advanced preparation for teaching.

Winter Term

1. ETHICS — (Elective.) Sociology or Social Ethics. Three hours per week.

Continuation of Course 1, Fall term. This work is intended to supplement the individualistic point of view assumed in the course during the Fall term. Text to be announced later.

2. PSYCHOLOGY — (Required.) Three hours per week. Continuation of Course 2, Fall term.

3. HISTORY OF MODERN PHILOSOPHY — (Elective.) Three hours per week. Continuation of Course 3, Fall term.

4. PEDAGOGY — (Elective.) Three hours per week. Special work will be provided as above under Course 4, Fall term.

5. LOGIC — (Required.) Four hours per week. Text: Jevon's "Lessons in Logic." The class-work will be supplemented by weekly reports.

6. COMPARATIVE HISTORY OF RELIGIONS — (Elective.) Three hours per week. A study of the great race-movements in religion.

Spring Term

1. **ETHICS** — (Elective.) Three hours per week. The purpose of this course is to complete the student's moral outlook by some larger world-theory which shall include both the individual and the social phases of ethical theory which were the concern of the Fall and Winter terms respectively.

2. **PSYCHOLOGY** — (Elective.) Three hours per week. Comparative Psychology.

A comparison of the psychic life of man with that of lower organisms. The evolutionary point of view will be elaborately defined in its bearing upon psychological theory.

3. **LOGIC** — (Elective.) Three hours per week.

Text: Mill's "Logic."

4. **PEDAGOGY** — (Elective.) Three hours per week.

Special work will be provided as above under Course 4, Fall and Winter terms.

5. **EDUCATIONAL PSYCHOLOGY** — (Required in the five-year Normal Course.) Three hours per week.

Text: James's "Talks to Teachers."

6. **HISTORY OF PHILOSOPHY** — (Required in Junior year of Normal University Course. Elective in the University Courses.) Four hours per week.

Special Courses

The above courses represent the work regularly offered by the Department. To meet special needs the Department has, from time to time, introduced special lines of investigation. The following may be mentioned: (1) Philosophy of mind; (2) The Theory of Evolution; (3) Comparative History and Philosophy of Religion; (4) Abnormal Psychology.

BIOLOGY AND GEOLOGY

PROFESSOR MERCER.

WILLIAM F. COPELAND, *Assistant*.

This Department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the Fall term of the Freshman year. Abundant opportunity is offered for field

work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper, and a scholarship has been established which insures free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this Department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environments. He will, to this end, be expected to assist frequently in dredging, for which a naphtha launch is provided.

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in all the Preparatory courses except the classical. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants and to make careful drawings of the different stages of growth. Leaves, roots, and stems are studied from the objects as far as practicable, and careful dissections of certain typical flowers precede the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffin bath, CO₂ freezer, Minot Microtome, etc. The student is given practical training in Microscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development, and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Paleontological Geology, and these subjects are further studied in the field. Work is also offered in Determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides

are such that many additions are made annually to the already quite complete set of over eight hundred slides.

WORKS OF REFERENCE—Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall & Hurst, Practical Zoology, Stewart, Manual of Physiology, Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Wolle's Diatomaceæ of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and special Morphology, Vine's Physiology of Plants, DeBarry's Comparative Anatomy of Phanerograms and Ferns, Huxley's and Martin's Biology, Sedgwick and Wilson's Biology, Packard's Zoology, Lang's Vergleichende Anatomie der Wirbellosen Thiere, Landois's Physiology, Stirling's Histology, Piersol's Histology, Shafer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geikie's Text Book of Geology, Government Reports, complete sets of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Schafer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Campbell's Text-book of Botany.

CURRENT JOURNALS—American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Journal of Applied Microscopy, Ohio Naturalist, and the reports of all the leading scientific societies.

Preparatory Biology

Fall Term—Physiology and Hygiene.

Winter Term—Botany.

Spring Term—Botany.

This work is required of all students five hours each week for the entire year.

College Biology

Fall Term—Vertebrate Zoology. (Sophomore elective) 4.

Osteology. (Sophomore elective) 4.

Histology. (Junior elective) 5.

Geology. (Senior required) 4.

Structural Botany. (Senior required, if Geology is not taken) 4.

Winter Term—Invertebrate Zoology. (Freshman required) 2.

Anatomy. (Sophomore required) 4.

Histology. (Junior elective) 5.

Embryology. (Junior elective) 5.

Spring Term—Invertebrate Zoology. (Freshman required) 4.

Physiology. (Sophomore required) 4.

Embryology and Bacteriology. (Junior elective) 5.

Nature Study. (Required of all Normal students; elective for all other students) 4.

Summer Term—Entomology. (Elective for all college classes) 4.

The regular college work mentioned in the above schedule is offered as follows: Anatomy, Physiology, and Botany.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology, Embryology, or Bacteriology, must plan to take the entire work of the year.

Description of Courses

ANATOMY—The laboratory work will be mainly dissection of the cat or rabbit and the study of microscopic sections of all the important organs.

PHYSIOLOGY—The course will consist of at least two lectures or recitations one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye.

HISTOLOGY—This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished

slide by the most approved and modern methods. The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

BOTANY — Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant hystology, and a general consideration of all the life principles involved in plants.

INVERTEBRATE ZOOLOGY — The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates.

BACTERIOLOGY — This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

EMBRYOLOGY — In this course the student follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparisons with the development of the mammal, and makes dissections of a fetus of pig or cow.

ENTOMOLOGY — It is designed to be one of Nature Study. Insects will be the basis of study. The plants associated with the insects will be studied and their relations pointed out. The anatomy of the insect will be studied from the locust, dissections being made by the students. This course, given only during the Summer term, will be strictly scientific, while the plan will be to adapt it to the wants of public school teachers. It is designed to create an interest among teachers in nature study, in order that they may stimulate to better advantage the observing powers of the pupils who come under their instruction. Collections of insects will be made and classified,

thereby gaining the required knowledge to make a private collection or one for each public school.

NATURE STUDY—This course is given during the Spring term. It is a course especially adapted to the teachers in the public schools. It will include a study of birds, insects, flowers, and trees in the field. The field of this course is so large that the main object of the work will be to interest the student in nature by giving him a course of observation lessons. Each division of this course will be taken up in a thoroughly scientific method as far as it is studied so the student will be gaining actual classified knowledge while he is becoming interested in the things around him.

Preparatory Medical Course

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time may be gained. With this object in view, the Department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanogamic and cryptogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of some mammal, the many resemblances to the anatomy of man, and the few differences, being continually referred to. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for

accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

The graduate completing this course may receive credit for one year's work in the regular course of study at the Medical College of Ohio, Starling Medical College, Columbus, and other medical schools; and also will be admitted into the second year of the four-year course of study in the Medical department of the University of Pennsylvania and Jefferson Medical College, upon presentation of a certificate signed by the professor in charge.

Among the books of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Zeigler's General Pathology, Stoehr's Histology, Von Kohlden's Pathological Histology, Korschelt & Heider, Text book of Embryology of the Invertebrates, Wilder and Gage's Anatomical Technology, Wiedersheim's Comparative Anatomy, Sternberg's Bacteriology, and standard tests and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology, and Bacteriology.

PHYSICS AND ELECTRICAL ENGINEERING

PROFESSOR ATKINSON.

GEO. E. McLAUGHLIN, *Electrical Engineer.*

N. R. CUNIOUS, *Draughting.*

JAMES O. WRIGHT, *Laboratory.*

1. ELEMENTARY PHYSICS — This work is required in the first and second terms of the third preparatory year in all the courses of study. Recitations three times a week; laboratory work four hours a week; lecture on laboratory work once a week. A laboratory fee of fifty cents a term is charged. The class-work will not be required of those having a diploma from a First Grade high-school; but the laboratory course will be required of all high-school graduates and others who have

not had its equivalent. Carhart and Chute is used as textbook.

2. **GENERAL PHYSICS**—This course is required throughout the Junior year of the Scientific course, and is open as an elective to students in other courses, provided they have the preparations required of students regularly in this course. In all cases the course in General Descriptive Chemistry, or its equivalent, must precede this course in Physics. Hereafter, also, a knowledge of Analytical Geometry and Calculus will be required. The instruction consists, first, of class work, with experimental demonstrations; second, of individual laboratory work of an advanced character. As an outline of class work, Hastings and Beach will be used, though references to numerous works on Physics, particularly on special subjects in Physics, will be given as supplementary to the text. The laboratory portion of the work will be adapted to the requirements of Junior students and will presuppose the work in Course I, or its equivalent. Recitations three times a week, laboratory four hours a week, Ames & Bliss, Nichols, Stewart and Gee, Millikan, Ferry, and other authors are used as laboratory references.

3. **PHYSICAL LABORATORY**—This will be a special elective course in heat and light, given in the Senior year and open to those who have already had 1 and 2.

4. **PHYSICAL LABORATORY**—This is elective, and will be open on the same terms as 3. The course consists of exact measurements in electricity and magnetism. A very excellent special laboratory is now used for the work of this course, and the aim is continually to improve the facilities. Nichols, Stewart and Gee, Kempe, Carhart and Patterson, Stine, and Ayrton, will be used as references. Class work twice a week. Laboratory six hours a week during third term.

PHYSICAL LABORATORY—This is an elective course, given in the first term, Senior year, consisting of a study of dynamo electric machines to the end of determining and plating their characteristics, efficiency, regulation, etc. Lectures twice a week. Laboratory six hours a week.

The fee for laboratory privileges is fifty cents a term.

Electrical Engineering

The rapid development of electricity for the purpose of light and power, and its general introduction into all forms of industry, have created a demand for men well-qualified in this branch of engineering. The profession now offers excellent opportunities to young men, and the field is so broad that the chances for rapid promotion are very flattering to those properly qualified. The thoroughly educated man who combines practical experience with his theoretical knowledge of electricity and magnetism is in special demand; for many now engaged in this work are poorly fitted for its duties. The University does not lose sight of the fact that mind training is its chief business. Yet it is the guiding principle of this Department that the education of the mind is none the less efficient for making use of the materials for this purpose which may at the same time be applied by the trained mind to earning a livelihood. We hold that, instead of being opposed, these two features are correlative.

The University possesses an excellent incandescent lighting plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation, and care of electrical and steam machinery. The plant is modern in all its parts, and meets our present requirements for light and power quite satisfactorily. Very extensive additions to the electrical equipment have been made recently. Both direct and alternating currents are used. The switches and fittings on the boards, wiring and general installation are all the work of students. Modifications and extensions from time to time give others excellent opportunities to obtain valuable practice. This practice also includes dynamo and engine tests, attaching indicators, obtaining and interpreting cards, valve settings with and without the indicator, etc.

The equipment for practical work includes several direct current generators, and motors of various sizes; an alternator, a double current generator, a rotary converter, an induction motor, and several transformers; also such additional apparatus as impedance coils, tachometers, contact-makers, photometers, wattmeters, and all the necessary testing and measuring instruments.

The electrical profession requires a great deal of mechanical ability and training in the use of tools for both wood and metal. The Department is provided with shops for both, a large forge and lathe room having been recently provided in the basement of Ewing Hall as a further addition to our facilities in this direction. These shops are provided with wood and metal working lathes, and a complement of the necessary tools. Additions to the shop facilities are being made continually. As will appear from the course outlined below, while mastering the use of tools, the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming the difficulties that may arise in embodying one's ideas, has a very great educational value aside from its practical aspect. Each student this year in the second-year course designed and constructed an electric motor or a transformer.

Elsewhere are indicated the Courses of Study in this Department. To this is added, however, seminary work with references to the leading treatises on electricity and engineering. Periodicals, such as the American Electrician, Electric World and Engineer, Power, Scientific American and Supplement, Electrical Review, Electricity, Street Railway Journal, Physical Review, and Engineering Magazine, are kept on file easily accessible, and are included in the seminary references. For the practical plant work there is a division of those in this course on duty each night. Each engineer is required to observe the steam pressure, and the load of each machine; attend to the oiling and wiping; keep up the fire and water; care for the pumps, injectors, etc. There is co-operation with the superintendent of the city arc-light and incandescent plant, an alternating system, and additional time is spent in learning its care and operation under competent supervision. The State Hospital has a model incandescent plant which is also utilized in instruction. The student in all this work is taught to operate the plant with the object of attaining its highest efficiency, and to study the greatest economy in the use of all supplies for consumption.

REQUIREMENTS—This work is elective as a whole, and those taking it must pursue the course regularly in its order unless a portion of it has been previously taken. Hereafter no one will be permitted to begin the theoretical portion of the work until he has passed the first, second, and third terms of Algebra and Plane Geometry as indicated in the second year of the Preparatory course, and has completed the three terms of English marked in the Preparatory course; this includes two terms of Literature and one of Rhetoric. Those not prepared in these branches may be permitted to take up free-hand and mechanical drawing, while making up this work in the Preparatory Department. The higher branches, Analytical Geometry, Calculus, and Analytical Mechanics are strongly recommended to students in Electricity, even though enrolled in the Short Course. Physics and Chemistry are required as indicated. When the Short Electrical Course and the auxiliary studies are completed, a certificate will be issued showing the character of the work done. Also, where it is deserved, a recommendation will be issued showing the student's ability in theoretical and practical electrical and steam engineering. The course is subject to such changes from time to time as the profession requires, and as the proper treatment of such studies makes necessary. For the regular Degree Course, see catalogue under "Courses of Study." This course is urgently recommended in each case.

For the present there will be a charge of fifty cents a term for each laboratory course, and students will be held responsible for all breakage and damage. The charge for students in Electrical Engineering will be five dollars a term, the regular contingent fee. Those who are not electrical students, but who wish to take mechanical drawing, may do so on payment of one dollar per term in addition to the contingent fee.

Any one wishing to spend less than two years will be required to pursue the course regularly as far as he goes. New light is given and new opportunities appear very often after one year spent in the pursuit of this work. Inquiries concerning the course will receive prompt attention.

CHEMISTRY

PROFESSOR BENTLEY.

E. V. TUTTLE, *Assistant*.

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the general principles of this science and gives him practice in some of the methods used in the chemical laboratory. To a smaller number of students the Department offers superior facilities for more advanced work both theoretical and practical, organic as well as inorganic. In the room recently equipped for advanced work every convenience is supplied. The Department is also accumulating a library of reference books which will meet the requirement of the students who make chemistry their special field for work.

Courses

1. **GENERAL DESCRIPTIVE CHEMISTRY** — This course consists of three lectures or recitations and four hours' laboratory work per week during the Fall and Winter terms. The lectures will be illustrated with experiments and with stereopticon views on applied chemistry. In the laboratory the student will study the preparation, properties, and reactions of the various elements and compounds considered. This course requires no special preparation, and it or an equivalent must precede all other courses in chemistry. It is required of Sophomores in the A. B. and Ph. B. courses and for Freshmen in the B. S. course.

Holleman's Inorganic Chemistry, Newth's Inorganic Chemistry, and Remsen's College Chemistry are recommended as reference books for students in this course.

2. **QUALITATIVE ANALYSIS** — A laboratory course of three hours per week for two terms is offered. The first term's work may be done at the same time with the second term of Course 1, or by doubling the working time the whole work may be done in one term. The student will become familiar with the tests applied for the identification of bases and acids in insoluble as well as in soluble substances.

3. **ORGANIC CHEMISTRY** — A short course in this subject will be offered for the Fall term and will consist of three

recitations per week. The course will give a general knowledge of the subject. Laboratory work in organic preparations may be arranged for if desired.

4. THEORETICAL CHEMISTRY — This course will consist of three recitations per week during the Winter term. It will supplement the theoretical work done in Course 1, and will give the student some acquaintance with the more recent developments in theoretical chemistry. Course 4 should be preceded by Courses 1, 2, and 3.

5. ELECTRO-CHEMISTRY — Three recitations per week are given in the Spring term. This course is a continuation of Course 4 and should be preceded by it. Le Blanc's *Electro-Chemistry* will be used as a text-book.

6. QUANTITATIVE ANALYSIS — A laboratory course, the equivalent of three hours per week, for three terms, is presented. The course will give practice in all the more general methods of quantitative analysis, both gravimetric and volumetric. It should be preceded by Course 2, but may be taken in conjunction with it.

7. ADVANCED PRACTICAL CHEMISTRY — A laboratory course equivalent to three hours per week to be devoted to such work as the student may elect. This course follows Course 6.

8. TECHNICAL CHEMISTRY — This course will consist of lectures, recitations, and reports by the students. It will be shaped to suit the wishes of the class and will secure a credit of three hours per week. This course will be open only to those who have taken Courses 1 to 6 inclusive or their equivalents.

9. METALLURGY — A general treatment of the subject occupying three hours per week throughout the year. Previous training in general and analytical chemistry is essential. Roberts-Austen's *Introduction to the Study of Metallurgy* will be used in this course.

MODERN LANGUAGES

PROFESSOR TAUSCH.

The entire course in German covers a period of four years. The first two years are required of all students in the Philosophical and Scientific courses. Two courses are offered as electives — a year of reading the classics with composition and a year of reading modern writers with conversation, of-

ferred alternately. The course in modern writers will be offered in 1904-1905.

Preparatory German

First and Second Terms — Keller's *First Year in German* with written exercises, five hours a week.

Third Term — Keller's *Second Year in German* with written exercises, five hours a week.

Collegiate German

First Term — Keller's *Second Year in German* with written exercises, four hours a week.

Second Term — Lyrics and Ballads, four hours a week.

Third Term — Historical prose, four hours a week.

Elective German

First Term — A study of Freytag's *Soll und Haben*, two hours a week.

Second Term — A study of Hauptmann's *Versunkene Glocke*, two hours a week.

Third Term — Scientific German, two hours a week.

French

The course in French is required of all students in the Philosophical and Scientific courses.

First Term — Grammar, five hours a week.

Second and Third Terms — Grammar and Foncin's *Pays de France*.

Elective French

First Term — Modern narrative prose, two hours a week.

Second Term — Selections from the French drama, two hours a week.

Third Term — Scientific French, two hours a week.

Elective Spanish

First Term — Grammar with reading and recasting the parables of the New Testament, three hours a week.

Second and Third Terms — Light prose, three hours a week.

Students who wish to pursue the study of German, French, or Spanish beyond the requirements for undergraduates, can generally be accommodated.

DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor.*

The great importance of the study of drawing is coming to be recognized by our best educators. Dr. Denman Ross, of Harvard University, in a speech delivered at the dedication of the Rhode Island School of Design, said: "The arts first, pure learning and science afterward, then all together. That is the programme of the new education which is going to give us the wisdom of life with the power of art; the education which is going to teach us what to do and how to do it. Those who can go to college ought to acquire a very considerable training in the principal arts and knowledge of the best thought that has been put into them."

There is perhaps no other study that develops so many phases of man's nature as the study of art. It makes one think, observe, gives skill with the hand, creates a love for the beautiful in nature and in art, or, in other words, cultivates the æsthetic sense which has a direct moral influence and expresses itself in our daily life. "What we like determines what we are, and is a sign of what we are, and to teach taste is inevitably to form character." The work in this Department is carried on as much as possible after the manner of our best Art Schools. The studio is well equipped. Perspective is taught from interiors, etc., and varies the work from still life casts, and the living model. Any individuality in the student is encouraged and no fixed methods are insisted upon. In painting, instruction is given in oils, water colors, pastels, and porcelain decorations for which a kiln has been provided. Some knowledge of form, proportions, and mass of light and shade is necessary through the study of charcoal drawing before the student can begin to paint. Instruction in out-of-door work will be given to those desiring it, who are sufficiently advanced. A number of the best art periodicals, as well as other works on art, are kept in the studio to which the students have access.

ELOCUTION

_____, *Instructor.*

The aim of this instruction is both educational and artistic; to cultivate a personal taste for literature and the ability to interpret and express it.

Great attention is paid to the individual needs of the student. Each student must commit and prepare for rendition selections advised by the instructor, upon which he receives individual work. From time to time recitals are given to accustom the pupil to freedom in addressing public audiences. The course includes (a) Voice Culture, Proper Breathing, Tone Production, Modulation, Range, Flexibility, Voice Use, Development of Color, Accent, Emphasis, Inflection; (b) Physical Culture, Gesture Action, Study of Attitudes, Poise and positions, Delsarte Training, and Pantomime; (c) Mental Culture, Analysis of Selections, Training for Will Power, Emotional Appreciation and Imagination.

Anyone wishing to take more advanced work can make special arrangements with the instructor.

For class work in the regular course there is no fee, but for private lessons the rate is as follows:

Per term (24 lessons)	.	.	.	\$12 00
Single Lessons	.	.	.	75

COMMERCIAL COLLEGE**Faculty ***

ALSTON ELLIS, PH. D., LL. D.,
President.

CHARLES M. COPELAND, B. PED.,
*Principal and Instructor in Accounting and
Commercial Law.*

MABEL K. BROWN, PH. B.,
Instructor in Stenography and Typewriting.

MINNIE FOSTER DEAN,
Instructor in Typewriting.

NEIMAN R. CUNIOUS,
Instructor in Penmanship.

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career even after they had made a good record in their commercial studies. The result of this experience has been the

*The required works in English, Modern Languages, Economics, Mathematics, Science, and History will be taken in the regular University classes.

establishment of the Commercial College of the University with a course of study covering four years of required work, of which two years are preparatory and two collegiate, as outlined elsewhere in this catalogue.

Students in the Commercial College have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in the new building have been well equipped for this work. The commission, wholesale and retail offices and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager. The typewriting room is well supplied with standard machines.

ADMISSION — Students wishing to take the Commercial Course will receive credit for whatever work they may have done elsewhere, provided they are able to present proper certificates from school authorities, or to pass a satisfactory examination upon entrance. Graduates of high schools having a four-year course will be admitted to the Two-Year Collegiate Commercial Course without condition.

DIPLOMAS AND COLLEGE CREDIT — Diplomas will be granted to those who complete the full Commercial Course. Students in other departments of the University may elect commercial studies and receive credit to apply on their regular courses. Students who have completed the Commercial Course will be granted a degree upon their completion of the additional work leading to that degree.

SPECIAL STUDENTS IN ACCOUNTING AND STENOGRAPHY — Persons wishing to take only Bookkeeping or Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the University and Principal of the Department, will be issued to students who complete three terms of Accounting or Stenography and have credit for the English, History, and Civics re-

quired in the first preparatory year. A passing grade in Penmanship and two terms in Commercial Law will be required of those who receive the certificate for Accounting.

FEES — All students pay a registration fee of \$5.00 per term. Besides this, there is an extra fee of \$5.00 each, per term, for Bookkeeping and Stenography. The fee for Typewriting alone is \$2.00 per term. The fee for the diploma is \$3.00.

POSITIONS — The University does not guarantee positions to graduates in any of the courses. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the Commercial College has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture as well as a knowledge of commercial branches is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

COMMERCIAL TEACHERS — High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high-school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial course of this College, with a view to high-school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

Description of Work

Those studies in the Commercial Course which are not described below are outlined under the head of the department to which they belong.

ACCOUNTING — Five hours per week for two terms. Beginning classes are formed each term. Ample practice is given in the system of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the students a wide acquaintance with business methods and to secure proficiency in opening and closing books, journalizing, rendering statements, tracing errors, analyzing accounts, and drawing business papers. This course prepares teachers to teach Bookkeeping in high schools.

OFFICE PRACTICE AND BANKING — Five hours per week for one term and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances, collections, making settlements, and adjusting accounts, carried on with a number of advanced students in other cities, each one anxious to maintain a good record for his school, must certainly develop a high grade of efficiency in all the student's work.

COMMERCIAL LAW — Three hours per week in the Winter and Spring terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

CORPORATION ACCOUNTING — Three hours per week in the Fall term and open to students who have had the required work in Theory of Accounts. This is a course in the organization, management, financing, and accounting of corporations.

STENOGRAPHY — In the business and professional world of to-day there is a constantly increasing demand for good stenographers. It is the aim of this department to fit young people to meet this demand. The instruction is arranged with a view to thoroughness, and special attention is paid to the elementary principles of the subject, as it is believed that only in this way can good results be obtained. The course covers three terms, or ten months of five recitations per week, but students may complete it in less time if they have the ability to do so. Beginning classes are formed every term.

While the demand for stenographers is increasing every year, the standard of proficiency is steadily rising. In order to obtain and hold a good position the stenographer must be able not only to take notes rapidly and accurately, but to transcribe them intelligently. No person whose education in English is deficient is prepared to do this, no matter how great his skill as a stenographer. The courses in English in the University are open to all students in stenography without extra charge, and those who need instruction in English branches should avail themselves of the opportunities offered.

TYPEWRITING—The student's first efforts are directed to acquiring a command of the keyboard by the touch method. This is followed by dictation drills leading to high speed in writing. Throughout the entire course daily supervision is given each student's work. During the second and third terms a systematic study is made of Capitalization and Punctuation, for which a credit of two hours per week is given. Benedict's *English Punctuation* is the text now in use. All kinds of business and legal forms are studied, and as soon as possible the student is required to transcribe his shorthand notes. The typewriter room is amply supplied with new standard machines and tabulators, and is equipped with mimeograph, letter-press, and other means of manifoldng. Before the course is finished the student is required to become proficient in the use of these appliances.

Beginning classes are formed each term.

PENMANSHIP—Students in the Commercial course who do not write a good hand are required to take regular instruction. The constant aim in all exercises is to develop plain writing with an easy, rapid movement. Ornamental work will be given to advanced students who desire it.

COMMERCIAL COURSE

Preparatory			
First Year First Term		Second Year First Term	
Elementary Rhetoric,	(5)	Elementary Physics,	(5)
Physical Geography,	(5)	English Literature,	(5)
U. S. History,	(3)	Greek History,	(5)
Beginning Algebra,	(5)	Elementary Physiology,	(5)
Drawing,	(1)		

Second Term

American Literature,	(5)
U. S. History,	(3)
Algebra,	(5)
Elementary Physiology,	(5)
Drawing,	(1)

Second Term

Elementary Physics,	(5)
English Literature,	(5)
Roman History,	(5)
Commercial Geography,	(5)

Third Term

American Literature,	(5)
Civil Government,	(5)
Algebra,	(5)
Botany,	(5)
Drawing,	(1)

Third Term

Advanced Rhetoric,	(5)
Plane Geometry,	(5)
History of England,	(5)
Commercial Arithmetic,	(5)

Collegiate**First Year
First Term**

Accounting,	(5)
Freshman English,	(3)
Freshman U. S. History,	(4)
A Modern Language,	(5)
Penmanship,	

**Second Year
First Term**

Corporation Accounting,	(3)
A Modern Language,	(4)
Political Economy,	(2)
Stenography,	(5)
Typewriting,	

Second Term

Advanced Accounting,	(5)
Freshman English,	(3)
Freshman U. S. History,	(4)
A Modern Language,	(5)
Penmanship,	

Second Term

Commercial Law,	(3)
A Modern Language,	(4)
Political Economy,	(2)
Stenography,	(5)
Typewriting,	(2)

Third Term

Office Practice,	(5)
Freshman English,	(3)
Freshman U. S. History,	(4)
A Modern Language,	(4)
Penmanship,	

Third Term

Commercial Law,	(3)
A Modern Language,	(4)
Money and Banking,	(3)
Stenography,	(5)
Typewriting,	(2)

Substitutions in the above course may be made upon the consent of the Faculty.

COLLEGE OF MUSIC

PROFESSOR JAMES PRYOR McVEY, DIRECTOR,
Voice and Piano.

MARGARET EDITH JONES,
Piano, Voice, and Harmony.

NELLIE H. VAN VORHES,
Piano and Virgil Clavier.

JOHN N. HIZEY,
Violin.

This being a College of the University, its students are given the opportunity to acquire a liberal education which is necessary for a complete rounding of a musical course. Too much stress cannot be laid upon this peculiar advantage—to the college student, that of the culture and refined taste which must come of the association with a school of music, its recitals, concerts, lectures, etc.,—to the student of music that of the intimate connection with a great seat of learning, having its libraries, laboratories, and lectures, its learned men and its classic traditions.

COURSES OF STUDY**Elementary Work**

Children should have instruction as early as possible that they may cultivate the talent with which they are naturally endowed. This instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals thus acquiring ease and precision.

Preparatory Work

Technique is carefully studied. Care is taken to correct previous habits acquired by poor teaching. Taste and style

are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of this College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching will be given and students from the different departments will be chosen to appear before the normal classes.

The sight-singing and choral classes will give helpful training to those who expect to take up choir work or to teach music in the public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, will afford ample opportunity for those who expect to become professional artists.

Course in Piano

GRADE 1. — Theory of technique, simple exercises; little studies of Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt, and others.

GRADE 2. — Czerny's School of Velocity, studies by Duvernoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlau; pieces of Reinecke, Gurlitt, Heller, and Schumann.

GRADE 3. — Loeschorn Studies, op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

GRADE 4. — Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three-voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikowsky, and others.

GRADE 5. — Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Compositions of Mendelssohn, Moscheles, Chopin, Rubinstein, Raff, and others.

Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

GRADE 1. — Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

GRADE 2. — Intervals with portamento, scales, arpeggio, solfeggio; Studies of Concone, Marchesi, English Ballads, Mendelssohn's Songs, Sacred Songs.

GRADE 3. — Scales, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

GRADE 4. — Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French, and Italian Opera, easier oratorio arias; more difficult songs of Schubert, Schumann, Grieg, Jensen, Liszt, Lassen, Brahms, and others.

GRADE 5. — Bravura and Coloratura singing; difficult concert songs; complete opera and oratorio with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

Pipe Organ Course

Students of organ must have had at least one year's work in piano.

GRADE 1. — Strainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

GRADE 2. — Dudley Buck's Studies in pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

GRADE 3. — Lemmon's Organ School Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Giulmant, and others: Counterpoint.

GRADE 4. — Rink's Fourth Book, Mendelssohn's organ

sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

Course in Violin

GRADE 1. — Hermann Method — Book 1, Kayser — thirty-six progressive studies Op. 20, (Nos. 1 to 18), Easy Pieces by Dancla, Papani, Bohm, Hermann, etc.

GRADE 2. Hermann Method — Book 2, Schradieck — Finger Exercises, Kayser — thirty-six progressive studies Op. 20 (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3. — Schradieck — Scales, Kreutzer — Etudes, Florillo — Etudes, Concertos by Rode, De Beriot, Solos by Alard, Rode, etc.

GRADE 4. — Schradieck — Chord studies and double stops, Rode — twenty-four Caprices, Alard — twenty-four Caprices Op. 11, Concertos and solos by Rode, Viotti, De Beriot, etc.

GRADE 5. — Bach's Sonatas for violin solo, Schradieck — twenty-four studies Op. 1. Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vieuxtemps, etc.

Harmony and Composition

The completion of this course is required of all who expect a certificate in piano, voice, or violin. Text-books will be at teacher's discretion.

GRADE 1. — Intervals, definitions, scales, chords in all keys, formation of the chord of the Seventh, resolution of the dominant seventh in all keys, harmonizing given basses, writing from sound, diminished sevenths, resolutions, augmented chords.

GRADE 2. — Modulation, suspensions, writing from sound continued, open harmony, passing notes.

GRADE 3. — Harmonizing melodies, practical harmony, improvisation, single and double chants.

GRADE 4. — Chorals, harmonizing a given soprano, alto, tenor, and bass. Harmony in more than four parts.

A choral club meets once a week for the study of oratorio and opera.

A class in sight-singing meets daily.

Students' recitals are given every two weeks, all the students in turn appearing, at the discretion of the teachers.

Examinations are held at the beginning of each term for admission to the college orchestra.

Languages

No vocalist is properly prepared for his work who is not able to sing in German and French as well as in English. In this particular the advantages of this school are superior to those of any similar school of music, the University course in these tongues being open to all. Instruction is given also in the pronunciation of Spanish, Hebrew (for synagogue singing), Latin (for Catholic church music), and Italian.

Band and Orchestra Instruments

Instruction can be had in cornet, clarinet, mandolin, guitar, etc., if desired.

Expenses, Including Registration Fee

Piano Lessons (two per week)	elementary grades.....	\$12 00
Piano	" " advanced grades.....	15 00
Voice	" "	15 00
Violin	" "	15 00
Organ	" "	15 00
Rent of piano one hour a day.....		2 00
Vocal sight-reading, daily.....		1 00
Concerts		50

Students of the College of Music are entitled to pursue other regular college work without paying additional fees.

Every student is under the rules of the University and can profit by its advantages.

THE STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

FACULTY *

ALSTON ELLIS, PH. D., LL. D.
President.

HENRY G. WILLIAMS, A. M.,
*Dean of the Normal College, and Professor of
School Administration.*

FREDERICK TREUDLEY, A. B.,
Professor of Educational Methods.

OSCAR CHRISMAN, A. M., PH. D.,
Professor of Paidology.

FRANK P. BACHMAN, A. B., PH. D.,
Professor of the History and Principles of Education.

EDSON M. MILLS, A. M., PH. M.,
Professor of Mathematics.

EMMA S. WAITE,
Principal of Model School.

CORNELIA I. GASKELL,
Instructor in Drawing.

LILLIE A. FARIS, AMY M. WEIHR, PH. M., B. Ped.,
———, *Critic Teachers.*

*The instructors named above teach exclusively in Normal College classes. Members of the University Faculty have work, in the Normal College, of a nature indicated by the University Departments with which they are connected.

TRAINING FOR TEACHING AT OHIO UNIVERSITY

For eighteen years, the Ohio University has made provision for the training of teachers in its Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of \$5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department and its special work was entered upon in September of the same year. Two courses of study were offered, an "*Elementary*" and an "*Advanced*," and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, H. B. No. 369 — Mr. Seese — became a law.

The State Normal College of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 3 creates a fund for the support of the "Normal School," amounting, in the case of the Normal College of Ohio University, to about \$38,000 per annum.

The law explicitly states that the school shall be established for the training of "*all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is

fundamental, and upon its character depend in large measure the breadth, depth, and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any rightly-ordered, well-rounded scheme of normal-school organization, as a matter of course.

THE FUNCTION OF THE NORMAL SCHOOL

In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the school-room.

Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also protects the people served by the members of that profession by making statutory requirements of those who seek admission to it.

Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even high-school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, age, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child require more discipline of mind and a greater breadth of view than to preach a sermon.

Approximately 26,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools—that is, the grades below the high school in the towns and cities and the ungraded schools of township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for this constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys and girls) who are anxious to do their best—to teach according to the best models they have had presented to them. Very few are college or normal-school graduates. Not many are graduates of high-schools. These new teachers are usually young people who, by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teach-

er's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examinations for teachers' certificates. Therefore, high-school graduation can not wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The State can not wisely close her doors against these young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education, are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the five-year course in Elementary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete this course in four years or less. Teachers of much experience may enter the two-year course and be conditioned on preparatory work.

Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal

training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers collegiate training in academic and culture studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

But there are now engaged in the schools in Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the State and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their door to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University where they will be carefully guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, as regards the needs of the great mass of the teachers, existing in Ohio.

COURSES OF STUDY—The five-year course in Elementary Education is designed for those who have less education than that obtainable in a high school of the first grade, under statutory classification. Students are admitted to that year or class in this course for which their previous attainments qualify them. Persons who hold any grade of teacher's certificate will be excused from the work in the common branches in the first year of this course.

The two-year course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Both courses in Elementary Education lead to a diploma from the Normal College.

The four-year courses in Secondary Education are the equals in scholastic requirements of any other courses in the University.

THE MODEL SCHOOL

One of the most essential and fruitful courses offered by the best State Normal Schools in this country is the course of training in observation and teaching in a well-organized and properly conducted Model School. Such a school should enroll as its pupils all classes and grades offered by the community. Actual conditions must be met by the students who are studying the problems of school administration. They must see and study real and average pupils rather than ideal and select pupils. Their experiences in school management, school discipline, course of study, grading and classification of pupils, and dealings with patrons and school authorities must be such as they may reasonably expect to meet in the discharge of actual school duties.

The Normal College of Ohio University conducts a Model School on just such a plan as above outlined. The Board of Education of Athens set apart a certain portion of the village of Athens as "the University District," and all the children of school age residing in this portion of Athens, and who would otherwise attend the corresponding grades in the public schools, attend the Model School, consisting at present of all primary grades. The work will be extended to other grades as rapidly as conditions will permit. The Model School is in every sense a free public school. Each depart-

ment, or grade, is taught by a skilled, well-trained teacher. The entire school is under the charge of a Training Teacher who has enjoyed superior advantages and whose training fits her most eminently for this responsible work.

Students of the Normal College are given exceptional opportunities for training in the actual work of teaching. This training in the Model School consists of courses in Observation, in Methods, and in Teaching. The minimum amount of teaching required is one hundred and fifteen hours, except in the case of a teacher of much experience who is able to demonstrate her ability to teach according to right methods in less time than that.

DEPARTMENT OF SCHOOL ADMINISTRATION

PROFESSOR WILLIAMS.

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses may be briefly outlined as follows:

1. School Administration and School Law

This is a three-hour course for one term and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing system, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the school laws of other states with a view to an analysis of the relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law.

2. The Elementary Course of Study

In this course of three hours for one term the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever varying relation existing between what the child studies and what he is, to indicate to the teacher the positive and fixed necessity of constant articulation in the subject matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject matter, the daily program of work, the recitation, and a detailed study of the principles involved in the construction of a course of study for a school or a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The text used as a basis in this work is Dr. Charles McMurry's "Course of Study for Elementary Schools."

3. Secondary Course of Study

This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the secondary school to the elementary school on the one hand and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these

methods must differ from the methods employed in lower and in higher schools, will receive careful study from the pedagogical view-point.

4. Supervision and Criticism

This is a three-hour elective, except in the Course for Superintendents and Principals, and is given during the Spring term and repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable. At least once a week Round Table discussions of the leading problems of supervision will be conducted by members of the Normal College faculty who have had broad experience in practical supervision.

DEPARTMENT OF METHODS

PROFESSOR TREUDLEY.

The work of the Department of Methods has for its chief aim the development of right ways of doing school work. A method may be defined as a definite and an orderly manner of doing things. It presupposes knowledge of the subject to be taught, laws of mental growth and action, and insight into the ends to be reached.

Its particular problem is the presentation of the materials of thought and action to the mind of the learner in such a way as to insure most perfect growth.

This problem is not, however, a simple one. The worth and scope of any branch of knowledge may invite life-long study without possibility of exhaustion. Reading draws its inspiration from literature. Geography is a subject to which all science is contributory. History is the record of the interplay of human forces whose name is legion. Science is the unfolding of law, and law has been defined to be "a rule of being or of conduct, established by an authority able to enforce its will." Amidst the most seemingly wilful and disorderly play and movement of forces, there may be clearly discovered order, harmony, purpose, definite and persistent

movement towards greater perfection, processes of adjustment and re-adjustment, whose understanding may well be deemed one of the most precious fruits of education.

Corresponding to this outer world embracing things visible, is the inner represented by mind in its various phases. Creative power, whether manifested on a finite or infinite scale, appears to proceed along identical paths. It is this fact which makes education in a high sense possible and lends to existence perennial joy.

Methods should be capable of explanation. This must include the ends to be reached, the nature and value of the subject matter under consideration, the essential elements and working of the human mind at different stages of growth, and the correspondence between that which is offered as instruction and the mind to be trained.

Many methods of procedure are comparatively valueless, awakening only temporary interest, because of failure to embrace permanent and vital relationships. Mechanical work only will permit mechanical measurements. Persistence in such work and methods wastes time, creates and fixes habits destructive in their tendency, and, because of facility of operation, begets pride in false achievements.

All subjects are susceptible of manipulation. Mastery over none is possible without prolonged thought and observation.

A method may be valuable under restraint, but pressed beyond proper limit it is a source of error. Events, in themselves, are of little significance. Connected with the great stream of life as cause or effect they may become full of deepest interest. Methods, in themselves, are nothing; as signs of independent thought, they are highly suggestive. Growth in spiritual and intellectual power proceeds under the same general laws everywhere. Obedience to law is essential to progress and happiness. It will lift to power the country as well as the country boy; the young student as well as the student of advanced years.

To be more specific:

(1) A true method should view the subject matter in its larger interests; viz.: those embraced in its relationships, and give attention proportional to this significance.

(2) It should present the material in such forms as to correspond to the stage of growth reached by the student, and with illustration whose worth is a test of teaching power.

(3) It should make as easy and cheerful as possible the submission of the student to the drudgery necessary to master technique through proper representation of the value of the freedom thereby gained.

(4) It should consider ends to be served, both as an accomplishment for after life and as a source, at all times, of present power.

Method as Applied to Special Subjects

READING — True methods in teaching Reading will, at all times, recognize the fact that the foundation of the art lies in power to interpret. Expression must be governed by thought, and intelligent feeling alone can impart that grace which reveals itself under those delicate forms which we call expression.

It is recognized that there must be undergone a certain amount of drudgery (for drudgery is work, often necessary, but less able to be relieved by the sense of accomplishment) in order to achieve that freedom which comes from the mastery of technique. It is understood that skill and release from imperfection are most accurately measured by the amount of intelligent drudgery submitted to. The main difficulty lies in determining the lines upon which effort should be expended.

It may suffice for the present purpose to say that oral expression should be closely connected with training of the vocal organs, that the forms of words should be mastered by the eye, and that for development of intelligent thought there should be long, constant, uninterrupted effort to put meaning behind words. To this end, not only should the teacher be able to know what is good literature, but also how to use it.

GEOGRAPHY AND HISTORY — Geography concerns itself with the earth as a theater of human life, while history deals with the inter-play of human passions upon this stage. Being closely related, and so dependent, one upon the other, proper instruction in one should be carefully connected with that in the other.

Geography is a study of intelligent thought, expressed in material whose forms of representation are countless. True teaching must result in great enlargement of conscious power

both on the part of the pupils and that of the instructor. Effective teaching in geography, like that in reading, will be engaged in putting meaning into its peculiar forms. It will recognize that this meaning possesses universal interest. Forms of water and land everywhere reproduce themselves in identical shapes, under like conditions, obeying the same laws, and sustaining relationships of cause and effect. Efficient and intelligent instruction will steadily concentrate itself upon the endeavor to realize in the mind of the learner the identity of geographical conditions with those immediately about him, that through this he may come to realize what he studies.

To this end both in Geography and History he must study as the alphabet of the subject, conditions of life about him. Rivers, plains, valleys, hills, soil, climate, seasons of the year, cold and heat, moisture and drought, animal and plant life, are unvarying in their movements and mathematically responsive to the forces that play upon them. Early instruction should store the mind with facts, but later instruction must interpret these in the light of universal law.

At the same time instruction must concern itself with the development of human life, show how it manifests itself in the various occupations demanded by its nature, and how its growth is determined by geographical conditions. Here should be pointed out how geographical surroundings determine the occupations of men, affect their habits, promote their desires, restrain their ambitions, and establish their supremacy or bondage.

On the other hand, effective historical instruction will point out how the spirit of man overcomes his surroundings, making use of them to rise superior to them. True methods will so relate form and substance that the former may not through excess reduce instruction to detail made worthless because possessing no meaning; nor on the other hand, the latter be lost because of neglect of proper definition.

True method follows close upon the manifestation of intelligent thought, and seeks through illustration to interpret it and through intelligent language to grasp it.

The teaching of history begins not with the book, but with the experiences of life. It should point out how law and order display themselves in the family, social, religious, and political life, and how they reflect various stages of thought and action.

It should show how these institutions enhance the individuality of man, and how they are in turn reflected in and exemplified by him. It should point out how "the child is the father of the man," and, as growth ensues, explain remote conditions by those near at hand. In short, sound methods will enforce, illustrate, and bring out that which all experience tends more and more to confirm; namely, that the world of nature and human action is obedient to the same laws, manifests the same fruits, and yet presents an infinite mass of details whose comprehension can be attained only through teaching that is scientific.

Finally, what has been said of the foregoing subjects may be applied to other subjects of instruction. It is understood, for example, that mathematics must differ in detail from subjects involving personal feeling. Yet all intellectual processes may be said to involve the same general principles. If the idea of number has been correctly grasped, it is but a familiar process which passes to its various manifestations. Skill in teaching rests upon the ability to perceive these fundamental ideas common to all, and to have them in mind while discussing their properties.

It is not the purpose to point out how method involves clear observation; how observation is connected with attention; how attention grows through interest; how interest thrives upon illustration; how illustration is conditioned upon the senses directed upon sense-material; how these visible forms of life are representative of forms invisible, apprehended only through the creative power of imagination; or how all this results in knowledge.

What is meant to be brought to the attention of persons seeking to become teachers is this: That while the work of teaching is one of great complexity, it may be mastered as a pursuit by persistent effort rightly directed.

DEPARTMENT OF HISTORY AND PRINCIPLES OF EDUCATION

PROFESSOR BACHMAN.

The work of the Department is three-fold: to trace in connection with western civilization the development of educational theory and practice, to study existing schools and

school systems, and to formulate upon the basis of past experience, present thought, individual and national needs those general principles which should control the work of the public school.

History of Education

The work in the History of Education is differentiated so as to meet the needs of teachers in the different grades of public-school work. It consists of the History of Elementary Education, History of Secondary Education, and a course combining both the History of Elementary and Secondary Education. The method of study of any given period consists, first, of a general review of the determining factors in the civilization of the period; second, of a consideration of the educational theorists; third, of a study of the educational practice of the period as seen in the aim of education, school system, grades of instruction, curriculum methods, teachers, discipline and school organization; fourth, of a discussion of the permanent phases in the educational work of the period.

1. THE HISTORY OF ELEMENTARY EDUCATION is designed for elementary teachers and is required in the "Course in Elementary Education." It consists of two terms' work in the Winter and Spring terms of the fifth year. A rapid survey will be taken of Grecian, Roman, and Mediaeval Education. The chief emphasis of the course will be placed upon the "History of Modern Education." This will be studied with special reference to the development of the elementary educational theory and the development of elementary schools in Germany, France, England, and the United States.

2. THE HISTORY OF SECONDARY EDUCATION is especially adapted to the needs of secondary teachers, and is required in the "Course in Secondary Education." It includes work in the Fall and Winter terms of the Sophomore year. This course is open to sophomores as an elective. A rapid survey will be taken of Grecian, Roman, and Mediaeval Education. The "Modern History of Education" will be studied with special reference to the development of the theory of secondary education, and the development of secondary schools in Germany, France, England, and the United States.

3. THE HISTORY OF ELEMENTARY AND SECONDARY EDUCATION is designed for the needs of principals and superin-

tendents. It is required in the "Course in Supervision," and comprises three terms' work in the Sophomore year. The time of the course will be about equally divided between Ancient and Mediaeval, Modern European and the History of Education in the United States, and the development of both elementary and secondary educational theory and practice will be traced.

School Systems

One term is devoted to the study of Foreign and Domestic School Systems and is required in the Senior year of the "Course in Supervision." It is offered as an elective to Seniors. Of foreign countries, the systems of Germany, France, and England will be considered. A study will be made of the central and local organization, of the different grades of schools, the relationship of these schools, their respective aims, organization, curriculum, methods, discipline, and teachers. A similar plan will be followed in studying the School Systems of the United States. The instruction will be centered, however, upon the work of the general government and upon the systems of Massachusetts, California, and Ohio. Much attention will be given to Ohio, and comparison will be made between the system of Ohio and that of other states and foreign countries.

Principles of Education

1. **ELEMENTARY PEDAGOGY** — This course aims to meet the needs of those wishing to prepare for the County Examination for the first time. A simple presentation will be made of those portions of the subject which will be of the greatest usefulness to those desiring such a course. This course forms no part of the systematic work in education; it is designed alone for those whose time is exceedingly limited. Students who expect to remain in school are earnestly advised not to take it.

2. **INTRODUCTION TO THE PRINCIPLES OF EDUCATION** — This work covers two terms and is required of all students in the "Course in Elementary Education." The object of the course is to serve as an introduction to the general principles underlying the work of the elementary school. It serves as a basis

of all the more advanced work in Methods, School Management, etc., and should be taken before these. An introductory study will be made of practically the same problems as are considered in the Principles of Education. See 3 below.

3. THE PRINCIPLES OF EDUCATION — Two terms are given to this work, and it is required of all Normal College students except those in the "Course in Elementary Education." The work may be taken by the students of the University as Junior elective. It consists of a consideration of the following topics: (1) The Determination of the Aim of Education; (a) The Individualistic Character of Society; (b) The Social Character of the Individual; (c) The Individual as a Voluntary, Intellectual organism; (d) The Meaning and Aim of Education; (2) The Determination of the Curriculum; (a) The Demands of Society; (b) The Demands of the Community; (c) The Demands of the Child; (3) The Determination of Instruction; (a) Adaptation; (b) Induction; (c) Deduction; (d) The Method of the Recitation; (4) The Determination of School Organization; (a) The Aim of Education; (b) Instruction; (c) The Child.

4. COMPARATIVE STUDY AND THEORY OF SECONDARY EDUCATION — This course comprises a term's work in the Spring term of the Junior year, and is required of students in the "Course in Secondary Education"; it is also offered as a Junior elective. The course purposes to make a comparative study of typical American secondary schools, of the English public schools, of the Prussian Gymnasium, and of the French Lycie, and to apply the Principles of Education to the work of the secondary school. The following problems will be considered: The Relation of High School to the Elementary School, The Relation of the High School to the College and to Practical Life, The Aim of High School, Curriculum, Electives, Methods of Instruction, Teachers and Organization.

PAIDODOLOGY

PROFESSOR. CHRISMAN.

The purpose of the work in Paidology, the science of the child, is to study child nature, so as to gain such knowledge as is needed in the school and in the home. It is intended in this Department to give to the students what has been learned about children, to fix in them the habit of observation

and study of children, and to help them to an understanding of child life under the various conditions in which such is found.

The work will be carried on in the classroom, in the field, and in the laboratory. In the classroom through lectures, reviews, discussions, etc., will be brought out what has been gathered in regard to children, as found in books, magazines, etc. In the field work observations and studies are made of children as they are found in their freer moments away from home and school, records of the same are kept, and oral and written reports are given in the seminary. The work in the laboratory extends throughout one year of at least two hours per week, one hour's credit, and also opportunity will be given for advanced laboratory work.

The first year's work below is required in both of the courses in elementary education. One term in the paidological laboratory is required in the course for graduates of common schools. The third year's work is required in the courses in secondary education and in supervision. Paidometry is required in the courses in secondary education, in supervision, and for college graduates.

COURSES

First Year

1. **CHILDHOOD**—Fall term, 3 hours per week. Childhood is the period of life following infancy, and so includes the years of the kindergarten and the primary school. In this term are studied the general characteristics of childhood, growth, disease, the senses, mental and physical development, etc., such as may be needed to give an understanding of this time of life.

2. **BOYGIRLHOOD**—Winter term, 3 hours per week. This period follows childhood and the work is a continuance of Course 1. Especial attention is directed to the remarkable growth and other changes that take place at this time.

3. **YOUTH**—Spring term, 3 hours per week. Youth follows boygirlhood and extends till full manhood and womanhood are reached. The work is a continuance of Course 2, taking into account the conditions, characteristics, ambitions, etc., of this period.

Second Year

4. PAIDOLOGICAL LABORATORY — Fall term, 2 hours per week. Observations and measurements.
5. PAIDOLOGICAL LABORATORY — Winter term, 2 hours per week. Tests of hearing, sight, fatigue, memory, etc.
6. PAIDOLOGICAL LABORATORY — Spring term, 2 hours per week. More special work, following the work of Courses 4 and 5, will be undertaken at this time.

Third Year

7. ABNORMAL CHILD — Fall term, 3 hours per week. Defective children, delinquent children, dependent children, wildings, and exceptional children are studied under this heading, knowledge of the first four classes leading up to a better understanding of exceptional children, the ones that cause so much trouble in the school.

8. UNCIVILIZED CHILD — Winter term, 3 hours per week. The child among uncivilized and semi-civilized peoples is studied so as to help to a better comprehension of the child among civilized peoples.

9. HISTORICAL CHILD — Spring term, 3 hours per week. Under this is taken up the study of the child as found among the nations of ancient times, in Mediaeval Europe, and in earlier United States, and comparisons made with the child as found at present.

Fourth Year

10. INFANCY — Fall term, 3 hours per week. At this time are studied the beginnings of language, volition, motor ability, etc., and also the care and attention needed by children as a basis for future growth.

11. PRENATALITY — Winter term, 3 hours per week. This includes the time before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child.

12. PAIDOMETRY — Spring term, 3 hours per week. In this term's work it is purposed to put together somewhat as

a summary what has been gained from the study of children throughout the courses, grouping such about growth.

13. PAIDOLOGICAL SEMINARY—Throughout all the courses, 1 hour per week, for all students in the Department of Paidology. In this the students will make reports of observations and studies made upon children.

DEPARTMENT OF MATHEMATICS

PROFESSOR MILLS.

Arithmetic

The course in Arithmetic comprises two terms' work. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's "*Practical Arithmetic*," and the work in this book is completed to the subject of Partial Payments. Ray's "*Higher Arithmetic*" is the text-book for the second term's work. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

Algebra

FIRST TERM'S WORK — Fisher and Schwatt's *Rudiments of Algebra*.

SECOND TERM'S WORK — Fisher and Schwatt's *Higher Algebra* to Involution. The one part of this term's work especially emphasized is the chapter on Factoring and its applications.

THIRD TERM'S WORK — Fisher and Schwatt's *Higher Algebra*

is completed to Harmonical Progression. As in Arithmetic, forms of solution and methods of teaching are prominent features of the work.

Plane Geometry

This subject is regular in the Spring term. Phillips and Fisher's *Elements of Geometry* is the text-book used. In this work students are encouraged to form the habit of original investigation. They are instructed how to work out their own demonstrations. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

Descriptive Astronomy

One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars, and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

Note

For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

PUBLIC SCHOOL DRAWING

CORNELIA I. GASKELL, *Instructor*.

Drawing is no longer looked upon as superfluous, and in public-school work it is coming more and more to have a permanent place. It trains the powers of observation, develops the creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all school work, and, rightly directed, should lead also to a love and appreciation of the beautiful.

The work and exercises given will be with this in view: that the student may not only learn how to draw himself,

but how the subject should be taught to children. The subject will be considered in the three divisions of Construction, Representation, and Decoration. Pencil will be the medium most used because pencils are most easily obtained for public school work. Some work in water color will be given.

Students having had no art training will be required to take the four terms of work planned in the course. Those who have had thorough high-school training will be expected to take but a year of advanced work.

SUMMER SCHOOL OF OHIO UNIVERSITY—1904

FACULTY *

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
*Dean of the State Normal College; School Administration,
Elementary Course of Study, and School Management.*

BREWSTER OWEN HIGLEY, PH. M.,
History, Civics, and Political Economy.

ALBERT A. ATKINSON, M. S.,
Physics and Electrical Engineering.

EDWIN W. CHUBB, LITT. D.,
English Literature, Rhetoric, and Reading.

HIRAM ROY WILSON, A. M.,
History, Rhetoric, and Grammar.

FREDERICK TREUDLEY, A. B.,
Special Methods, Psychology, and Geography.

EDSON M. MILLS, A. M., PH. M.,
Mathematics.

WILLIAM F. MERCER, PH. D.,
Biology and Geology.

*Note that, with one exception, the Faculty of the Summer School is made up of Professors and Instructors regularly connected with OHIO UNIVERSITY and THE STATE NORMAL COLLEGE.

WILLIAM B. BENTLEY, PH. D.,
Chemistry.

ELI DUNKLE, A. M.,
Latin.

EDWIN TAUSCH, PH. D.,
German and French.

OSCAR CHRISMAN, A. M., PH. D.,
Paidology.

FRANK P. BACHMAN, A. B., PH. D.,
History and Principles of Education.

CHARLES M. COPELAND, B. PED.,
Commercial Branches.

MABEL K. BROWN, PH. B.,
Stenography and Typewriting.

WILLIAM F. COPELAND, PH. M.,
Assistant in Biology.

MARIE LOUISE STAHL,
Free-hand Drawing.

CORNELIA I. GASKELL,
Public-School Drawing.

ELIZA CARMICHAEL,
Public-School Music.

LILLIE A. FARIS,
Training School with Primary Methods.

AMY M. WEIHR, PH. M.,
Critic Teacher.

LEONORA B. BISHOP, PH. B.,
Librarian.

SUMMER SCHOOL

June 20 to July 30, 1904.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

In March, 1902, the General Assembly of Ohio enacted the "Seese Law" establishing two State Normal Schools. One of these is The State Normal College of Ohio University. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for the State Examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regu-

lar college work; superintendents and advanced teachers who are seeking a broad professional training.

Attention is called to the fact that the interests of students who enroll in the Summer School will not be neglected in any sense. The Faculty is undoubtedly a very strong one, composed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see the several courses offered in Booklet, a copy of which will be sent to anyone on application.

GENERAL INFORMATION

SUMMER SCHOOL—The last summer term of Ohio University, beginning June 22, 1903, was attended by 423 students, not counting 104 pupils in the Training School. These students came from all sections of Ohio and represented about sixty counties of the State. Kentucky, West Virginia, and Illinois were also represented. Teachers and superintendents should plan early to attend the session of 1904, which will begin June 20th, and continue six weeks. A faculty of twenty-three members will have charge of the instruction. Teachers should plan to enter a regular course in The State Normal College and pursue such work during the Summer term as will give them credit on a college course. One prominent superintendent is now finishing a regular four-year course which he has taken wholly during Spring and Summer terms at different institutions, covering a period of thirteen years. He has lost no time from his school. It is better economy, doubtless, to complete the course in less time, in order that one may enter earlier into the rewards of a college course; but summer study and home study combined will help an ambitious teacher to shorten a college course. Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out systematically the studies of that course? If you are a teacher of experience, or if you have had previous

collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study which will help to shorten the time otherwise required in college.

HOME STUDY—In many of the courses offered in the Normal College opportunity will be given to do a limited amount of work at home under the direction of the head of the Department in which the student desires to do the work. This opportunity will be offered only to advanced students, who will take examinations in the studies so pursued, or otherwise satisfy the professor in charge that the work has been satisfactorily done.

EXPENSES—No tuition will be charged. The Registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. Boarding in clubs, per week, from \$1.75 to \$2.25; and at Women's Hall, \$2.75.

No school or town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, convenient to the University, may be rented for \$0.75 a week, including light, fuel, bedding, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.00 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$0.75 each per week. A few rooms may be rented for \$0.50 and \$0.60 a week.

Rooms in Women's Hall range a little higher than the prices before named. Ladies wishing rooms in Women's Hall should write soon, as such rooms are in demand. Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1903, every student had been pleasantly located.

FREE LECTURES—Arrangements have been made for free lectures to be delivered in the Auditorium of the University within the period required by the Summer term.

TEACHERS' CONFERENCES—At least two conferences—one hour each—will be held each week. These will be held by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management. Subjects of practical interest to teachers will

be considered and the greatest freedom in discussion encouraged. The interest already manifested in this feature of the Summer term warrants the statement that no other part of the work will be more helpful to teachers.

LABORATORIES, ETC. — The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students free of charge.

RANGE OF STUDY — Nearly one hundred recitations a day have been provided for, covering subjects in every department of the University. These subjects may be enumerated here: Arithmetic (two classes), Grammar (two classes), U. S. History (two classes), Algebra (four classes), Public-School Drawing (three classes), Free-hand Drawing (three classes), Bookkeeping (two classes), General History, Physiology, Psychology, Anatomy, Political Economy, Beginning Latin, Cæsar, Vergil, Cicero, Advanced Latin, Physics (two classes), Electrical Engineering (two Classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, The Elementary Course of Study, Primary Methods, Special Methods in School Studies, Pedagogical Conferences, Political Geography, Commercial Geography, American Literature, English Literature, Preparatory Rhetoric, College Rhetoric, Shakespeare, Tennyson, Paidology, or The Science of the Child (four classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Type-writing, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Nature Study, Botany, Observation in Model School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, How to Teach Reading, Sight-Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects, if a sufficient demand is made at the opening of the term.

OTHER BRANCHES — Arrangements can be made by students attending the Summer term for private lessons in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Violin, Higher Mathematics, Philosophy, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, will not exceed

\$5.00 for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take *private* instead of *class* instruction.

TEXT-BOOKS—All text-books will be supplied at the lowest prices possible. Students should bring with them as many supplementary texts as convenient.

INSTRUCTION—*It will be noted that all the instructors, with one exception, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.*

For further information, address ALSTON ELLIS, *President*, or ELI DUNKLE, *Secretary*, Athens, Ohio.

PREPARATORY DEPARTMENT

ELI DUNKLE, *Principal*.

This department is designed to prepare students for the regular courses of the college. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic, English Grammar, Elementary U. S. History, and all studies of the courses lower than those which they wish to pursue. Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named above. But students who expect to graduate from the Normal College must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring three years for completion, and each leading to a corresponding course in the collegiate department. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

COURSES OF STUDY IN DETAIL**Latin**

FIRST TERM — Collar and Daniell's First-year Latin.

SECOND AND THIRD TERMS — Rolfe and Dennison's Junior Latin Book. Especial stress is laid on inflections and composition.

SECOND YEAR — Cicero's Orations. The orations usually read are the four against Catiline, Pro Archia, Pro Marcello, and Pro Ligario. A careful study of forms and syntax is an important part of this year's work.

THIRD YEAR — Vergil's Aeneid, Books I-VI. Grammar reviews, scansion, and mythology. Collar's Latin Prose Composition.

Greek

FIRST AND SECOND TERMS — White's Beginner's Greek Book, with particular reference to inflections and sentence writing.

THIRD TERM — Xenophon's Anabasis, Grammatical reviews and translation into Greek of easy prose.

FOURTH TERM — Anabasis continued through the fourth book. Jones's Greek Prose Composition.

..FIFTH AND SIXTH TERMS — The Orations of Lysias. Jones's Greek Prose.

In this connection considerable time is given to the study of the Epic dialect.

English

FIRST TERM — Lockwood and Emerson's Composition and Rhetoric.

SECOND TERM — American Literature — Selections from Irving, Bryant, Whittier, and Poe.

THIRD TERM — American Literature continued — Selections from Lowell, Longfellow, Emerson, Hawthorne, and Holmes.

FOURTH TERM — English Literature — Selections from Shakespeare, Milton, Burke, Addison, and Dryden.

FIFTH TERM — English Literature continued — Selections from Johnson, Wordsworth, Macaulay, George Eliot, and Coleridge.

SIXTH TERM — Lockwood and Emerson's Composition and Rhetoric completed.

German

FIRST TERM — Whitney's Compendious German Grammar, with reading and recasting the parables of the New Testament.

SECOND AND THIRD TERM:— Grammar, and Brandt's German Reader for Beginners.

French

Students taking the Scientific course may substitute a year of French for Vergil's Aeneid and Collar's Latin Prose Composition.

Mathematics

FIRST TERM — Milne's Essentials of Algebra, entire text-book.

SECOND TERM — Fisher and Schwatt's Higher Algebra.

THIRD TERM — Fisher and Schwatt's Higher Algebra.

FOURTH TERM — Phillips and Fisher's Plane Geometry, abridged edition.

Physics

Two terms, five hours per week. Recitations three times a week. Laboratory work four to six hours per week, three hours in the laboratory being equivalent to one recitation.

Carhart & Chute's Physics will be used as a guide for the class work. Full notes are taken in the laboratory, which are criticized, corrected, and copied into a permanent book. The object is to teach laboratory methods of work and give opportunity to the student to acquire more or less skill in handling apparatus, while the recitation periods are devoted to the acquisition of the elementary principles of the subject.

Physical Geography

This subject is required in all courses. Davis's Physical Geography is the book used.

Physiology

The text-book is Brinckley's Physiology by the Laboratory Method. The aim is to give a good general knowledge of Anatomy and Hygiene and of the functions of the different

organs of the body. A large amount of laboratory work is done.

Botany

Two terms, five hours per week.

Field and laboratory work are a leading feature in this course. Each student will prepare a herbarium of not less than forty plants. Bergen's Foundations of Botany is the text-book.

U. S. History

Two terms, the first of three hours per week, and the second of five hours per week. Text-book, either The Student's American History by Montgomery, or Channing's Student's History of the United States.

Civics

The fundamental principles of the subject are carefully explained, while at the same time the practical operation of the different local and state systems are compared. Especial attention is given to the government of Ohio. The growth of our national system is thoroughly investigated.

European History

This subject is pursued three terms in the Second Preparatory Year.

FIRST TERM—Botsford's History of Greece.

SECOND TERM—Myers's Rome.

THIRD TERM—Montgomery's Leading Facts of English History.

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay writing, map-drawing, and lectures by the teacher.

Drawing

Required in all three courses. Two hours in the studio are considered equivalent to one recitation.

CONSPECTUS OF PREPARATORY COURSES

FIRST YEAR — First Term.

<i>Classical</i>	<i>Philosophical</i>	<i>Scientific</i>
Beginning Latin 5	Beginning Latin 5	Beginning Latin 5
Rhetoric 5	Rhetoric 5	Rhetoric 5
Physical Geography 5	Physical Geography 5	Physical Geography 5
Drawing 1	Drawing 1	Drawing 1
U. S. History..... 3	U. S. History..... 3	U. S. History..... 3

Second Term

Latin-Rolfe and Dennison..... 5	Latin-Rolfe and Dennison..... 5	Latin-Rolfe and Dennison..... 5
English Literature 5	English Literature 5	English Literature 5
Drawing 2	Drawing 2	Drawing 2
Elocution 3	Elocution 3	Elocution 3
U. S. History 5	U. S. History 5	U. S. History 5

Third Term

Latin-Rolfe and Dennison..... 5	Latin-Rolfe and Dennison..... 5	Latin-Rolfe and Dennison..... 5
English Literature 5	English Literature 5	English Literature 5
Elocution 3	Elocution 3	Elocution 3
Drawing 2	Drawing 2	Drawing 2
Civil Government 5	Civil Government 5	Civil Government 5

Conspectus of Preparatory Courses — Continued

SECOND YEAR — First Term.

<i>Classical</i>	<i>Philosophical</i>	<i>Scientific</i>
Cicero's Orations 5	Cicero's Orations 5	Cicero's Orations 5
Beginning Greek 5	History of Greece..... 5	History of Greece..... 5
History of Greece..... 5	Physiology 5	Physiology 5
Algebra 5	Algebra 5	Algebra 5

Second Term

Cicero's Orations 5	Cicero's Orations 5	Cicero's Orations 5
Greek — Second Term 5	History of Rome..... 5	History of Rome..... 5
History of Rome..... 5	Botany 5	Botany 5
Algebra 5	Algebra 5	Algebra 5

Third Term

Cicero's Orations 5	Cicero's Orations 5	Cicero's Orations 5
Anabasis 5	History of England..... 5	History of England..... 5
History of England..... 5	Botany 5	Botany 5
Algebra 5	Algebra 5	Algebra 5

Conspectus of Preparatory Courses — Concluded

THIRD YEAR — First Term.			
<i>Classical</i>	<i>Philosophical</i>	<i>Scientific</i>	
Vergil } 5	Vergil } 5	Vergil or French..... } 5	
Latin Prose Composition..... } 5	Latin Prose Composition..... } 5	Latin Prose Composition..... } 5	
Anabasis } 5	German } 5	German } 5	
Greek Prose Composition..... } 5	Elementary Physics } 5	Elementary Physics } 5	
Elementary Physics } 5	English Literature } 5	English Literature } 5	
English Literature } 5			
Second Term			
Vergil } 5	Vergil } 5	Vergil or French..... } 5	
Latin Prose Composition..... } 5	Latin Prose Composition..... } 5	Latin Prose Composition..... } 5	
Lysias's Orations } 5	German } 5	German } 5	
Greek Prose Composition..... } 5	Elementary Physics } 5	Elementary Physics } 5	
Elementary Physics } 5	English } 5	English } 5	
English } 5			
Third Term			
Vergil } 5	Vergil } 5	Vergil or French..... } 5	
Latin Prose Composition..... } 5	Latin Prose Composition..... } 5	Latin Prose Composition..... } 5	
Lysias's Orations } 5	German } 5	German } 5	
Greek Prose Composition..... } 5	Advanced Rhetoric } 5	Advanced Rhetoric } 5	
Advanced Rhetoric } 5	Plane Geometry } 5	Plane Geometry } 5	
Plane Geometry } 5			

The figure after the name of a study indicates the number of recitations per week in that subject.

COURSES OF STUDY

COLLEGIATE DEPARTMENT

In the following scheme, the figures in parentheses indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the first three courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments of the University. The course in Electrical Engineering offers no elective work.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

Freshman Year

FALL TERM — Greek (4); Latin (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM — Greek (4); Latin (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM — Greek (4); Latin (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — Greek or Latin (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM — Greek or Latin (4); Anatomy (4); Chemistry (4).

SPRING TERM — Greek or Latin (4); Physiology (4); European History (3).

Junior Year

FALL TERM — English Literature (4); Psychology (3).

WINTER TERM — Psychology (3).

SPRING TERM — English Literature (4).

Senior Year

FALL TERM — Advanced Botany or Geology (4).

WINTER TERM — Logic (4); Astronomy (4).

**REQUIRED SUBJECTS FOR THE DEGREE OF
BACHELOR OF PHILOSOPHY****Freshman Year**

FALL TERM — Latin (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM — Latin (4); German (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM — Latin (4); German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — French (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM — French (4); Chemistry (4); Anatomy (4).

SPRING TERM — French (4); Physiology (4); European History (3).

Junior Year

FALL TERM — English Literature (4); Psychology (3).

WINTER TERM — Psychology (3).

SPRING TERM — English Literature (4).

Senior Year

FALL TERM — Advanced Botany or Geology (4).

WINTER TERM — Logic (4); Astronomy (4).

**REQUIRED SUBJECTS FOR THE DEGREE OF
BACHELOR OF SCIENCE****Freshman Year**

FALL TERM — Chemistry (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM — German (4); Algebra (4); Political Economy (2); Chemistry (4); Invertebrate Zoology (2).

SPRING TERM — German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — French (4); Trigonometry (4); European History (3); College Rhetoric (3).

WINTER TERM — French (4); Analytical Geometry (4); Anatomy (4).

SPRING TERM — French (4); Physiology (4); European History (3).

Junior Year

FALL TERM — Physics or Mechanics (4); English Literature (4); Psychology (3).

WINTER TERM — Physics (4); Psychology (3).

SPRING TERM — Physics (4).

Senior Year

FALL TERM — Advanced Botany or Geology (4).

WINTER TERM — Logic (4); Astronomy (4).

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Freshman Year

FALL TERM — Solid Geometry (4); Chemistry (4); German (4); Political Economy (2); College Rhetoric (3).

WINTER TERM — Algebra (4); Chemistry (4); German (4); Political Economy (2); English; Public Speaking and Argumentation (3); Invertebrate Zoology (2).

SPRING TERM — Plane Trigonometry and Surveying (4); Analytical Chemistry (3); German (4); Economics (3); Invertebrate Zoology (4).

Sophomore Year

FALL TERM — Spherical Trigonometry (4); Scientific German or French (4); Direct Current Machinery (4); Electrical Catechism (2); Drawing and Descriptive Geometry (2); Shop Work; Station Practice, University and City Stations (2).

WINTER TERM — Analytical Geometry (4); Scientific German or French (2); Accounting, Theory and Practice (5); Electrical and Magnetic Calculations (4); Electrical Catechism (2); Drawing, Projections (1); Shop Work; Station Practice (2).

SPRING TERM — Differential Calculus (4); Scientific German or French (4); Accounting (5); Electric Designing, Wiring and Armature Winding (3); Drawing (1); Shop Work; Station Practice (1).

Junior Year

FALL TERM — Advanced Physics (4); Integral Calculus (4); Steam Engineering (4); Corporation Accounting (3); Drawing (1); Shop Work; Station Practice (2).

WINTER TERM — Advanced Physics (4); Electric Railway (3); Commercial Law (3); Telephony (2); Applied Calculus (4); Drawing (1); Shop Work; Station Practice (1).

SPRING TERM — Advanced Physics (4); Electrical Measurements (3); Electrical Distribution (4); English Literature (4); Drawing (1); Shop Work; Station Practice (2).

Senior Year

FALL TERM — Advanced Steam Engineering (6); Alternating Current Machinery and Appliances (4); Dynamo Laboratory, Direct Current Machines (4); Psychology (3).

WINTER TERM — Physical Chemistry (3); Electrical Transmission of Power (4); Alternating and Polyphase Currents (4); Dynamo Laboratory, Alternators and Transformers (4); Psychology (3).

SPRING TERM — Central Station Design, Management and Testing (4); Dynamo Laboratory, Alternating and Polyphase Machinery (3); Electrical Measurements, Testing Cables, Lamps, Magnets, etc. (2); Contracts and Specifications (1); Electro Chemistry (3); Thesis (5).

The entrance requirements for this course are the preparatory scientific course or its full equivalent. For the short course in Electrical Engineering, see below.

SHORT COURSE IN ELECTRICAL ENGINEERING

REQUIREMENTS: English — One term of Rhetoric, two terms of English Literature. Mathematics — Three terms of

Algebra, Plane Geometry. These may be taken in the preparatory course.

First Year

FALL TERM — Physics, Class Work and Laboratory (5); Solid Geometry (4); Electrical Catechism (2); Direct Current Machinery and Appliances (4); Drawing and Descriptive Geometry (1) Free Hand Drawing (2); Shop Work; Station Practice, University and City Stations (2).

WINTER TERM — Physics, Class Work and Laboratory (5); Freshman Algebra (4); Electrical and Magnetic Calculations (4); Electrical Catechism (2); Mechanical Drawing (1); Free Hand Drawing (2); Shop Work; Station Practice (2).

SPRING TERM — Plane Trigonometry (4); Electrical Designing, Wiring and Armature Winding (3); Electrical Distribution (4); Seminary on Power Plants (2); Mechanical Drawing (1); Free Hand Drawing (2); Shop Work; Station Practice (2).

Second Year

FALL TERM — Principles of Alternating Currents (4); Steam Engineering (4); Chemistry or Spherical Trigonometry (4); Dynamo Laboratory, Direct Current Machinery (3); Mechanical Drawing (1); Shop Work; Station Practice (2).

WINTER TERM — Electrical Railway (4); Telephony (2); Electrical Transmission of Power (4); Chemistry or Analytic Geometry (4); Mechanical Drawing (1); Shop Work; Station Practice (2).

SPRING TERM — Electrical Measurements (3); Central Station Design and Management (4); An Investigation and Report (2); Contracts and Specifications (1); Analytical Chemistry or Calculus (4); Mechanical Drawing (1); Shop Work; Station Practice (2).

COURSES OF STUDY

OF THE

STATE NORMAL COLLEGE

OF

OHIO UNIVERSITY

COURSES LEADING TO A DIPLOMA

The "Course in Elementary Education" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant being excused by the Faculty; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively. The first three years of this course are of Preparatory Grade. The work of the fourth and fifth years is of college grade.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course under the regulations governing substitutions.

In this connection, it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and a few other preparatory studies are given *each term*, although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented

from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice work in the Model School.

Graduates of high schools of the First Grade, from a Classical, Scientific, or English course, will be admitted with first-year rank to the two-year course for high-school graduates, or to the fourth year of the course for common-school graduates.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

Those who complete either of the courses in "Elementary Education" will be granted a Diploma. All the hours of college work completed in these courses will be credited on the course in "Secondary Education" or course in "Supervision," which courses lead to the degree of Bachelor of Pedagogy.

The plain figures denote the number of hours of credit and the figures in parentheses the number of hours of work to be given to the subject.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of Common Schools)

First Year

FALL TERM — Grammar, 4; Physical Geography, 4; U. S. History, 3; Arithmetic, 5; School Drawing, 2 (4); School Music, 2 (4).

WINTER TERM — American Literature, 5; Political and Commercial Geography, 4; U. S. History, 4; School Drawing, 2 (4); School Music, 2 (4); Reading and Phonics, 3.

SPRING TERM — American Literature, 5; Penmanship, 2; Civics, 5; Rhetoric and Composition, 5; School Drawing, 2 (4); School Music, 2 (4).

Second Year

FALL TERM — History of Greece, 5; Algebra, 5; Physiology, 5; Advanced Reading, 5.

WINTER TERM — History of Rome, 5; Algebra, 5; Botany, 5; Hand-work, 5.

SPRING TERM — History of England, 5; Algebra, 5; Bot-

any, 5; Elementary Pedagogy, 3 (5) or Elementary Mythology, 3; School Drawing, 2 (4).

Third Year

FALL TERM — English Literature, 5; Physics, 5; Descriptive Astronomy, 5; Elementary Psychology, 5.

WINTER TERM — English Literature, 5; Physics, 5; Introduction to Principles of Education, 3; Orthography, 2; Advanced Arithmetic, 5.

SPRING TERM — Advanced Grammar, 3 (5); Plane Geometry, 5; Rhetoric, 5; Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3.

Fourth Year

FALL TERM — U. S. History, 4; Chemistry, 4; Solid Geometry, 4; Paidology (Childhood), 3; Methods in Reading and Composition, 3.

WINTER TERM — U. S. History, 4; Chemistry, 4; Paidology (Boys'hood), 3; Methods in Geography and Science, 5, or Primary Methods, 5.

SPRING TERM — U. S. History, 4; English Literature, 3; Accounting, 5; Paidology (Youth), 3; Methods in History and Mathematics, 3.

Fifth Year

FALL TERM — College Rhetoric, 3; Ethics, 3; Political Economy, 2; Botany, 4; Elementary Course of Study, 3; Teaching.

WINTER TERM — English Literature, 4; Sociology, 3; Political Economy, 2; Zoology, 2; History of Elementary Education, 4; Teaching.

SPRING TERM — Zoology, 4; Advanced Psychology, 3; School Management and School Law, 2; History of Elementary Education, 4; Paidological Laboratory, 1; Teaching.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of High Schools)

First Year

FALL TERM — U. S. History, 4; Solid Geometry, 4; English Literature, 3; Physiology, 3 (5); Elementary Psychology, 3 (5).

WINTER TERM — U. S. History, 4; English Literature, 3; Introduction to Principles of Education, 2 (3); Methods in Geography and Science, 4 (5), or Primary Methods, 4 (5); School Music, 1 (3); Hand-work, 3 (4).

SPRING TERM — Advanced Arithmetic, 4 (5); Advanced Grammar, 3 (5); Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3; Methods in History and Mathematics, 3.

Second Year

FALL TERM — Botany, 4; Ethics, 3; Paidology (Childhood), 3; Elementary Course of Study, 3; Methods in Reading and Composition, 3; School Drawing, 1; Teaching.

WINTER TERM — English Literature, 3; Sociology, 3; Zoology, 2; Paidology (Boys' and Girls' Life), 3; History of Elementary Education, 4; School Drawing, 1; Teaching.

SPRING TERM — Zoology, 4; Advanced Psychology, 3; Paidology (Youth), 3; History of Elementary Education, 4; School Drawing, 1; Teaching.

COURSES LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGY

The courses in "Secondary Education" and in "Supervision" require 2,500 hours of class-room work for their completion. The required work is designated below and the student is expected to select the remaining hours from the electives offered in the various departments of the University. Students, by making judicious choice of electives — preferably after consultation with the college instructors most concerned — can easily emphasize scholarship in certain departments of study. For instance, the courses leading to a degree require two years of study given to a foreign language. The study of such language for an additional year, or for an additional two years, may be elected by students in other terms of the course pursued. In this manner, for further example, students may complete a required course and receive therein much more than the required amount of either Latin, Greek, German, French, or Spanish and thus graduate with such proficiency in the language studied as to be well prepared to fill the position of special teacher of that particular

language. The same course can be pursued with reference to other subjects of study scheduled in any department or college of the University.

The fulfillment of regular college requirements for entrance to a course leading to a bachelor's degree will admit to the "Course in Secondary Education," but entrance to the "Course in Supervision" requires in addition at least two years of experience in teaching. Those who complete either of these courses will be granted a diploma with the degree of Bachelor of Pedagogy.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

Credit will be given on these Courses of Study for equivalent work completed in other reputable institutions.

COURSE IN SECONDARY EDUCATION

(For Graduates of High Schools)

REQUIRED SUBJECTS

Freshman Year

FALL TERM — Latin (4); A Foreign Language (4); Solid Geometry (4); Political Economy (2); Tennyson (3); School Drawing (1).

WINTER TERM — Latin (4); A Foreign Language (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2); School Drawing (1).

SPRING TERM — Latin (4); A Foreign Language (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4); School Drawing (1).

Sophomore Year

FALL TERM — A Foreign Language (4); Chemistry (4); European History (3); Ethics (3); History of Secondary Education (4).

WINTER TERM — A Foreign Language (4); Chemistry (4); Anatomy (4); Sociology (3); History of Secondary Education (4).

SPRING TERM — A Foreign Language (4); Physiology (4); European History (3).

Junior Year

FALL TERM — Psychology (3); Paidology (Abnormal Child) (3); Principles of Education (3); College Rhetoric (3).

WINTER TERM — Psychology (3); Paidology (Uncivilized Child) (3); Principles of Education (3); Methods (3).

SPRING TERM — History of Philosophy (4); Paidology (Historical Child) (3); Comparative Study and Theory of Secondary Education (3); Methods (3).

Senior Year

FALL TERM — School Administration and School Law (2); Teaching.

WINTER TERM — Secondary Course of Study (2); Teaching.

SPRING TERM — Paidometry (3); Teaching.

COURSE IN SUPERVISION

(For Principals and Superintendents)

REQUIRED SUBJECTS

Freshman Year

FALL TERM — Latin (4); A Foreign Language (4); Solid Geometry (4); Political Economy (2); Tennyson (3); School Drawing (1).

WINTER TERM — Latin (4); A Foreign Language (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2); School Drawing (1).

SPRING TERM — Latin (4); A Foreign Language (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4); School Drawing (1); Nature Study (2).

Sophomore Year

FALL TERM — A Foreign Language (4); Chemistry (4); European History (3); Ethics (3); History of Ancient and Mediæval Education (4).

WINTER TERM — A Foreign Language (4); Chemistry (4); Anatomy (4); Sociology (3); History of Modern Education (4).

SPRING TERM — A Foreign Language (4); Physiology (4); European History (3); School Administration and School Law (3); History of Education in the United States (3).

Junior Year

FALL TERM — Psychology (3); Paidology (Abnormal Child) (3); Principles of Education (3); College Rhetoric (3).

WINTER TERM — Psychology (3); Paidology (Uncivilized Child) (3); Principles of Education (3); Methods (3).

SPRING TERM — History of Philosophy (4); Paidology (Historical Child) (3); Methods (3).

Senior Year

FALL TERM — Elementary Course of Study (3); Foreign and Domestic School Systems (4); Teaching.

WINTER TERM — Secondary Course of Study (2); Teaching.

SPRING TERM — Supervision and Criticism (3); Paidometry (3); Teaching.

A ONE-YEAR COURSE

(For College Graduates)

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Students shall elect the grade of practice teaching desired, under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching are required, but those who are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time, but such of this time as is not devoted to teaching must be filled with some of the other work given below.

Residence work will be required.

Students will select not less than 17 hours a week from the following:

FALL TERM — Elementary Course of Study (3); History of Ancient and Mediæval Education (4); Paidology (3); Principles of Education (3); Methods (3); Problems in the Principles of Education (3); Foreign and Domestic School Systems (4); Paidological Laboratory (1); Thesis (1); Teaching.

WINTER TERM — Secondary Course of Study (2); History of Modern Education (4); Paidology (3); Principles of Education (3); Methods (3); Sources in the History of Education (3); Paidological Laboratory (1); Thesis (1); Teaching.

SPRING TERM — Supervision and Criticism (3); History of Education in the United States (3); Paidology (3); School Administration and School Law (3); Methods (3); Paidometry (3); Comparative Study and Theory of Secondary Education (3); Paidological Laboratory (1); Thesis (1); Teaching.

ALUMNI ASSOCIATION**Officers**

President, E. D. SAYRE, '88.

Vice-President, S. L. McCUNE, '96.

Secretary, B. O. HIGLEY, '92.

Treasurer, C. M. COPELAND, '96.

Executive Committee

L. G. WORSTELL, '88.

L. M. JEWETT, '61.

W. B. LAWRENCE, '92.

I. M. FOSTER, '95.

Constitution

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of three members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ART. V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

CENTENNIAL CELEBRATION

A Centennial Committee was chosen by the Board of Trustees at the June meeting, 1903, to arrange plans for the proper observance of the *one-hundredth anniversary* of the founding of Ohio University, in the town of Athens, by the General Assembly of Ohio. The Committee consists of Alston Ellis, Chairman; B. O. Higley, Secretary; E. J. Jones, E. D. Sayre, D. J. Evans, I. M. Foster, L. G. Worstell, and C. M. Copeland. An appropriation of \$800.00, or so much thereof as may be needed, was made to meet the expenses of this Committee. Plans are in progress which aim to secure an attendance of as many of the alumni and former students as possible during Commencement Week, June 12-18, 1904. The latter part of the week will be devoted to the Centennial exercises. The program will consist of addresses, class reunions, and other exercises in harmony with the spirit of such an occasion. A large attendance is already assured.

All inquiries will be answered fully and promptly.

B. O. HIGLEY, *Secretary.*

ALSTON ELLIS, *Chairman.*

LIST OF STUDENTS*

COLLEGIATE DEPARTMENT

POST-GRADUATES — COURSE COMPLETED IN 1903

Bean, L. Gardner, B. Ped.....	Athens.	
Copeland, William Franklin, Ph. B.....	Tappan.	
Winter, Samuel Guy, A. B.....	Crooksville.	— 3

POST-GRADUATE STUDENTS STUDYING FOR A DEGREE

Cookson, Charles William, A. B., B. Ped.....	Somerset.	
Matheny, Charles Morris, B. Ped.....	Athens.	
Moore, Mary Ellen, A. B.....	Athens.	
St. Clair, Anna May, B. Ped.....	Portsmouth.	— 4

CLASS OF 1903

Bennett, Elizabeth Ruth.....	Shawnee, Pa.	
Bishop, Robert Francis Jr.....	Athens.	
Glazier, Lena Blanche.....	Athens.	
Hambleton, Antrum Marion.....	Hooksburg.	
Irwin, Algernon Charles.....	South Perry.	
Linton, Nancy E.....	Frost.	
Morgan, Thurman Leroy.....	Waverly.	
Nease, Nannie Louise.....	Pt. Pleasant, W. Va.	
Peters, Crissie May.....	Ashville.	
Riley, Ethel Eleanor.....	Guysville.	
Sprague, Jennie Edyth.....	Millfield.	
Sullivan, Frederick Taylor.....	Warwick, N. Y.	
Tullis, Flora Blanche.....	Bloomington.	
Wilson, Blanche Nell.....	Athens.	
Wood, James Perry Jr.....	Athens.	
Zang, Jacob Milton.....	Newport, Pa.	— 16

SENIORS

Bishop, Lenora Belle.....	Athens.
Boger, George.....	Hamilton.
Conner, Flora Terhune.....	Athens.
Coultrap, Floyd E.....	Athens.
Elder, Adam Griggs.....	Athens.

* This list includes the names of all students registered from the opening of the Spring term, March 31, 1903, to the close of the Winter term, March 18, 1904.

Gibson, Elza Goodspeed.....	Mineral.
Hedrick, Eli Christian.....	Canal Winchester.
Heilman, William Theodore.....	Columbus.
Henry, Francis Beardsley.....	Athens.
McDaniel, John Edmon.....	Pomeroy.
Place, Benoni Austin.....	Qualey.
Reah, Mary.....	Athens.
Smith, Murray Franklin.....	McArthur.
Smith, Thomas Maynard.....	Rutland.
Sprau, George.....	Hamilton.
Thomas, Clement Eugene.....	Mendon.
Tooill, George Washington.....	Columbus.
Tuttle, Eugene Vivian.....	Palmyra.
Waggoner, Chauncey William.....	Sugar Grove.

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JUNIORS

Caldwell, Josephine.....	Coolville.
Clayton, Mary Florence.....	Athens.
Connett, Harry Lewis.....	Athens.
Cornwell, Clifford Emerson.....	Athens.
Crow, Frederick Wilkinson.....	Great Bend.
Dixon, Asher Hooper.....	Albany.
Ely, George Leonard.....	Wellston.
Finsterwald, Homer Grosvenor.....	Athens.
Gabbert, Nan Maria.....	Pt. Pleasant, W. Va.
Hawkins, Frank.....	Hamden Junction.
Higgins, Cyrus Dow.....	Athens.
Hoover, Thomas Nathanael.....	Piketon.
Jones, Albert Johnson.....	Athens.
McBride, Lida.....	Ludlow, Ky.
Martin, Catherine Regina.....	Jackson.
Morton, Joshua Romine.....	Wilkesville.
Mull, Leila Pearl.....	Lebanon.
Reinherr, Helen Adela.....	Woodsfield.
Shurtz, Owen Kieffer.....	Ada.
Taylor, Lucy May.....	Tappan.
Ullom, Jane Bayard.....	Athens.
Wood, Mayme Longfellow.....	Athens.
Wright, James Otis Jr.....	Athens.

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SOPHOMORES

Alderman, Fred Leslie.....	Athens.
Bishop, Minnie Grace.....	Athens.
Coultrap, Manning Gebhardt.....	Athens.
Courtright, Harry Frederick.....	Tappan.
Cranmer, Lucy Aretha.....	Athens.
Crooks, Floyd Stanley.....	Pomeroy.
Cunius, Neiman Richard.....	Drums, Pa.
Figley, Orville Foss.....	Athens.
Giauque, Niva.....	Coshocton.

Harris, Charles Henry.....	Athens.
Ketcham, Victor Alvin.....	Corning.
Kirkendall, Emmett Royal.....	Athens.
McDaniel, Maggie Dora.....	Pomeroy.
McLaughlin, George Evart.....	Athens.
McLaughlin, Mary.....	Caldwell.
Martzolff, Clement Luther.....	New Lexington.
Merritt, William Schory.....	Columbus.
Miller, Guy Dolphus.....	Athens.
Murphy, Edward Chambers.....	Amanda.
Norton, Willey Higby.....	Staunton, Va.
Pond, Dellie Hillis.....	Springfield.
Porter, Francis Marion.....	Circleville.
Preston, John Herrold.....	Athens.
Rine, Berenice Clifton.....	Bridgeport.
Shaw, Fred.....	Belle Center.
Treudley, Mary.....	Athens.
Walker, Ina Maud.....	Athens.
Williams, Theophilus Otto.....	Circleville.
Williamson, Frances.....	Lancaster.
Wilson, Roy Earle.....	New Lexington.
Wood, Anna Estella.....	Smithfield.
Wood, Mary Ellen.....	Athens.

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FRESHMEN

Agler, Charles Marshall.....	Eldorado.
Anderson, George Murray.....	Chillicothe.
Bailey, Elizabeth.....	New Straitsville.
Baker, Harley Ellsworth.....	Athens.
Barker, Joseph Frederick.....	Athens.
Bean, Fannie Cozette.....	Athens.
Bechtol, Walter William.....	New Bedford.
Beckett, John Scouller.....	Hamilton.
Boldman, Curtis Frowd.....	Rock Camp.
Bolton, Pansy Leona.....	Youngstown.
Brown, Milton Maywould.....	Logan.
Bryson, Grace May.....	Glouster.
Burke, Charles Edmund.....	Vigo.
Carr, Arthur Davis.....	Athens.
Christman, George Washington.....	Judson.
Chidester, Pearl Morse.....	Orbiston.
Cooley, Calla Ernestine.....	Athens.
Cooley, John Milton.....	Athens.
Coultrap, Bernice Hughes.....	McArthur.
Cripps, William Earl.....	East Liverpool.
Davey, John William.....	Logan.
Dew, Nancy Louise.....	Athens.
Dumaree, Charles Henry.....	Luhrig.
Earhart, Mazie Ada.....	Athens.
Edmunds, Catherine.....	Youngstown.
Francisco, Olive.....	Defiance.

Fraser, Alice Mary.....	Conneaut.
Frost, Helen Ethelwyne.....	Athens.
Fujita, R. Hidesuke.....	Komatsu, Japan.
Fults, Lenora Frances.....	Washington C. H.
Gabriel, Florence Aldine.....	Athens.
Geeting, Charles Franklin.....	West Manchester.
Gullum, Frank Barnhart.....	Hamden Junction.
Haffey, Stephen Micleta.....	Canal Winchester.
Harper, Ortha Lee.....	Ray.
Higgins, Winifred Belle.....	Athens.
Householder, Leslie Wayne.....	Bremen.
Howe, Mary Blanche.....	Athens.
Hulbert, Theron Crissey.....	Seville.
Ireland, Burdette B.....	Midland.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Judy, Edward Winfield.....	Canal Winchester.
McAdoo, William Clarke.....	Uhrichsville.
McClure, Roy Thomas.....	Bloomingsburg.
McVey, John Tipton.....	Eastbank, W. Va.
Mann, Daisy Louise.....	Athens.
Matheny, William Alderman.....	Athens.
Miller, Henry Eldon.....	Thurston.
Mills, Edward Allen.....	Athens.
Mills, Lena Irene.....	Caldwell.
Mohler, Nellie Blanche.....	Albany.
Moore, Sylvia.....	Athens.
Mott, Winifred Gertrude.....	Pomeroy.
Motter, Edwin Cameron.....	Gillespieville.
Murphey, Caroline Belle.....	Albany.
Naumann, Aaron Irving.....	Lindsey.
Nesbitt, Margaret Anne.....	Bellaire.
Parker, Clarence Prentice.....	Athens.
Parks, James Jay.....	Hopedale.
Pav, Bertha Roberta.....	Cleveland.
Pelter, Tullus Leo.....	Centerburg.
Post, Charles Arthur.....	Russell, Iowa.
Reeves, Anna Lindsay.....	Coal Center, Pa.
Reynolds, John Fletcher.....	East Springfield.
Roach, Donna Marie.....	Athens.
Roberts, Blanche.....	Millfield.
Robinett, Amanda Louise.....	Albany.
Root, Alexander.....	Stewart.
Schæffler, Charles Harry.....	Athens.
Scott, Florence May.....	Athens.
Scott, Nelle Rutledge.....	Athens.
Scott, William Wylie.....	Hopedale.
Sexauer, Fred Karl.....	Chillicothe.
Sherburne, Jennie Rebecca.....	Wellington.
Simmerman, Anna Edna.....	Lincoln.
Smith, Blanche Estella.....	Athens.
Smith, Josiah Clare.....	East Liverpool.

Steward, Frank Averal.....	Jerusalem.
Templer, May.....	Belpre.
Tinker, Arthur Whittaker.....	Athens.
Wagner, Bessie Holbrook.....	New Philadelphia.
Walsh, Charles Leo.....	Athens.
Williamson, Mark Hooker.....	Lancaster.
Wilson, Ralph Byron.....	Athens.
Wolfe, Ned Joseph.....	Athens.

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IRREGULAR AND SPECIAL STUDENTS

Bunger, Charles Simeon.....	Lewisburg.
Collier, William Parker, A. B.....	Somerville, Mass.
Dean, Minnie Foster.....	Athens.
Foster, Thomas.....	Dresden, Saxony.
Jones, Mattie Robertson.....	Zanesville.
Kahler, John Lewis Jr.....	Sayville, N. Y.
Laizure, Grant Arlington.....	Dennison.
Luttrell, James Creed.....	San Luis Obispo, Calif.
Mougey, Ruth Ethel.....	Columbus.
Musgrave, Elizabeth.....	Athens.
Rector, Harry Floyd.....	Trimble.
Rorick, Mabel Acker.....	Athens.
Shaver, Ada.....	Eastbank, W. Va.
Sheley, Clarence T.....	Washington C. H.
Spencer, Lizzie.....	Wellston.
Valdeparres, Victorino Diaz.....	Cartavio, Spain.
Wickham, Mabel Leona, Ph. B.....	Glen Ullin, N. Dak.
Wilson, Esther Roberta.....	Baltimore.
Wolfe, Carrie C.....	Athens.
Yamaguchi, Shunjiro.....	Hadano, Japan.

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THIRD PREPARATORY

Anthony, Allen Dwight.....	Union Furnace.
Baker, Effie.....	Thornville.
Bates, Carl Hartley.....	Nelsonville.
Beard, Ross Collin.....	Centerburg.
Beasley, William Floyd.....	Amesville.
Beatty, John Henry.....	Massillon.
Biddle, Mary Lucile.....	Athens.
Bingman, Carl Wilson.....	Latrobe.
Blackstone, Wilbert Stanley.....	Cumberland.
Blosser, Harry Higgins.....	Logan.
Brawley, Mary Gertrude.....	Amesville.
Bricker, Garland Armor.....	Etna.
Brisson, Waldo Emerson.....	Millersport.
Burchfield, Henry Raymond.....	Athens.
Caywood, George Homer.....	Somerset.
Climmer, Alice Virginia.....	Vigo.
Climmer, Jessie.....	Vigo.

Cox, John Herron.....	New Concord.
Cullums, Ernest Grove.....	Athens.
Dally, Tullus Leo.....	Centerburg.
Donaldson, Harold Winslow.....	Croton.
Eddy, Charles Isaac.....	Trimble.
Evans, Rhys David.....	Athens.
Gano, Lawrence Meredith.....	Logan.
Glazier, Ernest Benham.....	Belpre.
Glazier, Harry Guy.....	Athens.
Green, Worth Gordon.....	Sunbury.
Greenlees, David Raymond.....	Fleming.
Groves, Frank Leslie.....	Nelsonville.
Hempsted, Burns Dent.....	Croton.
Heyman, Roscoe Winfield.....	Bellevue.
Hughes, Morris Everett.....	Oak Hill.
Hunter, Marie Douglas.....	Athens.
Johnson, Howard Blaine.....	Plants.
Johnson, Laurie Belle.....	Plants.
Jones, Blanche Harriet.....	Glouster.
King, J. Strawder.....	Bridgeport, Ill.
Kirkpatrick, Howard.....	Atlanta.
Lamb, Arthur Oscar.....	Pleasantville.
Laughlin, Ross.....	Belle Center.
Mace, James Elwood.....	Buchtel.
Matheny, Clarence Albert.....	Beaumont.
Matthews, Charles Henry.....	Centerburg.
Meyers, Effie Pearl.....	Amanda.
Miller, Clarence Leroy.....	Rushsylvania.
Miller, Lawrence Alfred.....	Millersport.
Morgan, Earl Charles.....	Wellston.
Morgan, William Thomas.....	Maynard.
Morris, Amos Reno.....	Carroll.
Needham, Ellen Pillsbury.....	Athens.
Ogier, John Thomas Jr.....	Hamden Junction.
Parks, George Crawford.....	Hopedale.
Patterson, Lena Estelle.....	Athens.
Peters, Homer Hoyt.....	Lockbourne.
Pittis, Horace Eugene.....	Tappan.
Place, Olive Annette.....	Qualey.
Raney, Estelle Coler.....	Malta.
Richardson, Frank Cowdry.....	Warwick, N. Y.
Richmond, Winifred Vanderbilt.....	Amesville.
Roush, Guy Brown.....	Russells.
Six, Mary Cecile.....	Nelsonville.
Spicer, Ava Fedora.....	Athens.
Sprague, John Rollin.....	Millfield.
Stine, Morris Denver.....	Hue.
Sudlow, Clyde Milford.....	Union Furnace.
Thompson, Ida May.....	Athens.
Thrall, Lora David.....	Croton.
Tuttle, Harley Angelo.....	Palmyra.

Walls, Edith Irma.....	Buchanan.
Watkins, Mary Carson.....	Athens.
Wells, Bruce.....	Nelsonville.
Williamson, Thomas Waldo.....	Lancaster.
Winter, Frederick Holston.....	Crooksville.

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SECOND PREPARATORY

Allen, Walter Osman.....	New Plymouth.
Anthony, Lizzie Belle.....	Union Furnace.
Bailey, John Edson.....	Coolville.
Baker, Alvaretta.....	Athens.
Barker, Rhoda Irene.....	Athens.
Barnes, Harry William.....	Albany.
Bartlett, Harry Guthrie.....	Athens.
Biddle, Frances Lillian.....	Athens.
Bingman, Oscar Perry.....	Latrobe.
Bower, Allen McClellan.....	Bakersville.
Buck, Edward Carl.....	Athens.
Carr, Charles Vincent.....	Sugar Grove.
Chadwell, Ernest Harding.....	Millfield.
Chappell, Dalton Orrin.....	Athens.
Cheadle, Georgiana.....	Albany.
Cherington, Frederick William.....	Athens.
Creighton, Omar Clark.....	Atlanta.
Croust, Boyd Merrill.....	Dresden.
Daft, Ernest Echols.....	Buchtel.
Dinsmoor, Guy.....	Beaumont.
Dix, Ruby Virginia.....	Athens.
Doan, Osa Maude.....	Frost.
Donaldson, Orville Merwin.....	Ridge.
Duffee, Jannette Agnes.....	Marshfield.
Dumaree, Edward Louis.....	Inghams.
Earhart, John Douglas.....	Athens.
Elliott, Edward Byron.....	Hillsboro.
Ferguson, Willis Everette.....	Logan.
Floyd, Oliver Wendell Holmes.....	Laurelville.
Francis, Mildred Isabel.....	Athens.
Fulton, Robert Clifford.....	Athens.
Garrett, Grace.....	Amesville.
Gideon, Adolf.....	Cleveland.
Graham, Charles Christopher.....	Buchtel.
Hewitt, Dasa Leota.....	Marshfield.
Hoffman, Albert Byron.....	Dayton.
Hoffman, Howard H.....	Dayton.
Honnold, James Randolph.....	Hue.
Hooper, George Eldon.....	Athens.
Hope, Ella Estella.....	Athens.
Hughes, Charles Guy.....	Ridge.
Johnson, Aldis Adelbert.....	Farmdale.
Jolley, Lulu.....	Albany.
Jolley, Rose Winifred.....	Albany.

Kanable, Grover Guy.....	Oceola.
Kern, Lillian Lenore.....	Athens.
Law, Loretta Hortense.....	Station 15.
Lehman, John Andrew.....	Haydenville.
Little, Herbert Dils.....	Parkersburg, W. Va.
Livengood, Owen Jacob.....	Union City, Ind.
Lutz, George Wayne.....	Langsville.
Marquis, Carroll Glenn.....	Mineral.
Mason, Ina Beulah.....	Sugar Grove.
Mason, Mabel Rose.....	Sugar Grove.
Moody, Vittoria.....	Bartlett.
Moore, Alethia Elma.....	Athens.
Musser, Clarence Fryman.....	Bucyrus.
Nice, Leonard Blaine.....	Marshfield.
Parker, Clarence Emmett.....	Anthony.
Place, Jesse Alfred.....	Qualey.
Rowan, Marie Gertrude.....	Poplarville, Miss.
Snyder, Orin Earle.....	Mountview.
Spring, Lewis Clark.....	Albany.
Talbot, John Sherman.....	Carroll.
Tucker, Allen Mansfield.....	Evans, W. Va.
Watkins, Nelson Moses.....	Portsmouth.
Wilkes, Ernest Constantine.....	Athens.
Wilkes, Mabel Wilhelmine.....	Athens.
Williams, Wilber Leo.....	Athens.

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FIRST PREPARATORY

Albaugh, Iva.....	Luhrig.
Allard, William Thomas.....	Scioto.
Allen, Eugene Huber.....	Lancaster.
Andrews, Jay.....	Athens.
Anthony, Homer Foster.....	Union Furnace.
Atkins, Earle Van Bibber.....	Chase.
Barton, William Howard.....	Adelphi.
Beasley, Charles Alvin.....	Athens.
Beasley, Mary Beatrice.....	Athens.
Beckle, Susie Amelia.....	Luhrig.
Beckler, Charles Rudolph.....	Mineral.
Beckler, Fred Hoadley.....	Mineral.
Blackwood, Alma Grace.....	Guysville.
Bowles, Irene Elizabeth.....	Dingess, W. Va.
Burgess, Ethel Julia.....	Bartlett.
Burgoon, John Alden.....	Carbon Hill.
Byer, Rodolph.....	Chase.
Cabeen, Fred Clark.....	Athens.
Cassell, Moses Anthony.....	Sheldon.
Clester, Stella May.....	Athens.
Courtright, Abram Blaine.....	Lancaster.
DeVore, Myra Winget.....	Zaleski.
Doan, Lenna Leota.....	Frost.
Donaldson, Grace Luella.....	Athens.

Dwyer, Claude Burgess.....	Hillsboro.
Fancher, Vina Belle.....	Gowahda, N. Y.
Frost, Alta May.....	Alfred.
Gawthrop, Perry Cleveland.....	Athens.
Gawthrop, Robert Murray.....	Athens.
Gibbs, Bertha May.....	Luhrig.
Guy, Willard Arthur.....	Cincinnati.
Hawk, Iva May.....	Alfred.
Higgins, Adda Malvina.....	Athens.
Higgins, Bessie Inez.....	Athens.
Howard, Elsie Olive.....	Athens.
Kelley, Walter Francis.....	Athens.
Kenney, Eldon Clifford.....	Pleasanton.
Koons, Francis Earle.....	Athens.
Lash, Lena Otto.....	Athens.
Lee, Goldie Wallace.....	Athens.
Lee, William Walter.....	Athens.
Lehman, Raymond Deford.....	Haydenville.
McKenna, Daniel Peter Joseph.....	Valley Falls, R. I.
Matheny, Harry Ray.....	Athens.
Matheny, Letha Mayme.....	Athens.
Miles, Adria DeCamp.....	Athens.
Morrison, Elisha Ray.....	Athens.
Morrison, William Guy.....	Athens.
Norris, George Newton.....	Stewart.
Ogier, Judson Holly.....	Hamden Junction.
Oldfield, Charles Edward.....	Pursell.
Ormsby, W. Owen.....	North Jackson.
Patterson, Attie Winifred.....	Athens.
Robbins, Charles Edward.....	McArthur.
Ross, Clinton.....	Delaware.
Seaman, David Orrin.....	Judson.
Simpson, Trixie.....	Little Hocking.
Smith, Leonora Fay.....	Stewart.
Stewart, Lewis Bonar.....	Athens.
Wiley, Earl Robert.....	Reedville.
Wilkes, Clarence Carson.....	Athens.
Wilkes, Lulu Constance.....	Athens.
Woodward, Octa May.....	Chase.

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ENROLLMENT IN THE STATE NORMAL COLLEGE, 1903-4

(Exclusive of Summer Term, 1903.)

FIRST YEAR IN ELEMENTARY EDUCATION

Albaugh, Iva	Luhrig.
Atkins, Earle Van Bidder.....	Chase.
Allen, Eugene Huber.....	Lancaster.
Barton, William Howard.....	Adelphi.
Beasley, Charles Alvin.....	Athens.

Beckle, Susie Amelia.....	Luhrig.
Beckler, Charles Rudolph.....	Mineral.
Beckler, Fred Hoadley.....	Mineral.
Burgoon, Anna Gertrude.....	Carbon Hill.
Burgoon, John Alden.....	Carbon Hill.
Butts, Nina Leota.....	Athens.
Cabeen, Fred Clark.....	Athens.
Cameron, Maybee.....	Bainbridge.
Cameron, James Blaine.....	Bainbridge.
Christman, Jacob Branch.....	Athens.
Christman, Matthew.....	Guysville.
Chute, Stella Catherine.....	Jacksonville.
Clester, Stella May.....	Athens.
Courtright, Abram Blaine.....	Lancaster.
Crozier, Lua Alberta.....	Athens.
Doan, Lenna Leota.....	Frost.
Dwyer, Claude Burgess.....	Hillsboro.
Frost, Alta May.....	Alfred.
Gawthrop, Perry Cleveland.....	Athens.
Gibbs, Bertha May.....	Luhrig.
Higgins, Bessie Inez.....	Athens.
Kenney, Eldon Clifford.....	Pleasanton.
Koons, Francis Earle.....	Athens.
Lee, William Walter.....	Athens.
Lehman, Raymond Deford.....	Haydenville.
McBride, Grace Edna.....	Tupper's Plains.
Matheny, Harry Ray.....	Athens.
Miles, Adria DeCamp.....	Athens.
Ogden, Rhoda Elizabeth.....	Dyesville.
Ogier, Judson Holly.....	Hamden Junction.
Oldfield, Charles Edward.....	Purcell.
Patterson, Attie Winifred.....	Athens.
Propst, Jacob Franklin.....	New Lebanon.
Ross, Clinton.....	Delaware.
Ross, Morris Cleason.....	New Plymouth.
Vermillion, George Washington.....	Arabia.
Warrener, Anna Alice.....	Federal.
Whitfield, Mary Ann.....	Jacksonville.
Wilkes, Clarence Carson.....	Athens.
Woodyard, Octa May.....	Chase.
Woolley, John Jefferson.....	Judson.
Yochum, Sylvester Lee.....	Gath.
Young, Clara Bernice.....	Athens.

SECOND YEAR IN ELEMENTARY EDUCATION

Baker, Alvaretta	Athens.
Barker, Rhoda Irene.....	Athens.
Bartlett, Gertrude	Bartlett.
Biddle, Frances Lillian	Athens.
Bingman, Oscar Perry.....	Latrobe.
Bower, Allen McClellan.....	Bakersville.

Carter, Jesse Albert.....	Nelsonville.
Cheadle, Georgiana	Albany.
Cox, Adda Blanche.....	Nelsonville.
Creighton, Omar Clark.....	Atlanta.
Doan, Osa Maude.....	Frost.
Duffee, Jannette Agnes.....	Marshfield.
Fulton, Robert Clifford.....	Athens.
Geeting, Winona Pearl.....	Lewisburg.
Gideon, Adolph	Cleveland.
Hewitt, Dasa Leota.....	Marshfield.
Hixson, Ethel Sarah.....	Athens.
Honnold, James Randolph.....	Hue.
Hooper, George Eldon.....	Athens.
Hope, Ella Estella.....	Athens.
Hunter, Nellie Allison.....	Marshfield.
Kress, Clyde Noah.....	Sardinia.
Lehman, John Andrew.....	Haydenville.
Livengood, Owen Jacob.....	Union City, Ind.
McBride, Jessie Enile.....	Tupper's Plains.
Moody, Vittoria	Bartlett.
Morrison, William Guy.....	Athens.
Pearce, Clarence S.....	Hillsboro.
Portz, Francis Milton.....	Bakersville.
Reeves, George Walter	Albany.
Richardson, Mary E.....	Waverly.
Rowan, Marie Gertrude.....	Poplarville, Miss.
Starkey, Marietta	Coolville.
Wiley, Anna Lora.....	Coolville.
Wilkes, Ernest Constantine.....	Athens.
Wilkes, Mabel Wilhelmine.....	Athens.
Williams, Wilber Leo.....	Athens.

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THIRD YEAR IN ELEMENTARY EDUCATION

Baker, Effie	Thornville.
Beard, Ross Collin.....	Centerburg.
Bingman, Carl Wilson.....	Latrobe.
Brawley, Mary Gertrude.....	Amesville.
Bricker, Garland Armor.....	Etna.
Climmer, Jessie	Vigo.
Colopy, Alice Cecilia.....	Coshocton.
Cullums, Ernest Grove.....	Adams.
Evans, Zella May.....	Irondale.
Keller, Margaret Edith.....	Windham.
Laughlin, Ross	Belle Center.
Meyers, Effie Pearl.....	Amanda.
North, George Monfort.....	New Lexington.
Patterson, Lena Estelle.....	Athens.
Roush, Guy Brown.....	Russells.
Six, Mary Cecile.....	Nelsonville.
Spohn, Burrell Blakeney.....	New Lexington.
States, Dora Alice.....	Spencerville.

Thompson, Ida May.....	Athens.
Walls, Edith Irma.....	Buchanan.
Witters, Bertha	Lake.

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FRESHMEN

Bolton, Pansy Leona.....	Youngstown.
Bunger, Charles Simeon.....	Lewisburg.
Carr, Arthur Davis.....	Athens.
Christman, George Washington.....	Judson.
Cooley, Calla Ernestine.....	Athens.
Dumaree, Charles Henry.....	Luhrig.
Fraser, Alice Mary.....	Conneaut.
Francisco, Olive	Defiance.
Fults, Lenora Frances.....	Washington C. H.
Geeting, Charles Franklin.....	West Manchester.
Higgins, Winifred Belle.....	Athens.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Mills, Lena Irene.....	Caldwell.
Mohler, Nellie Blanche.....	Albany.
Naumann, Aaron Irving.....	Greene, Ia.
Nesbitt, Margaret Anne.....	Bellaire.
Pav, Bertha Roberta.....	Cleveland.
Reynolds, John Fletcher.....	East Springfield.
Root, Alexander.....	Stewart.
Sherburne, Jennie Rebecca.....	Wellington.
Simmerman, Anna Edna.....	Lincoln.
Templer, May	Belpre.
Wagner, Bessie Holbrook.....	New Philadelphia.

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SOPHOMORES

Bishop, Minnie Grace.....	Athens.
Cranmer, Lucy Aretha.....	Athens.
Crooks, Floyd Stanley.....	Pomeroy.
Giauque, Niva	Coshocton.
McDaniel, Maggie Dora.....	Pomeroy.
Martzolff, Clement Luther.....	New Lexington.
McLaughlin, Mary	Anna, Ill.
Rine, Bernice Clifton.....	Bridgeport.
Williamson, Frances	Lancaster.
Williams, Theophilus Otto.....	Circleville.

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JUNIORS

Dixon, Asher Hooper.....	Albany.
Hawkins, Frank	Hamden Junction.
Morton, Joshua Romine.....	Wilkesville.
Mull, Leila Pearl.....	Lebanon.
Reinherr, Helen Adela.....	Woodsfield.
Taylor, Lucy May.....	Tappan.
Wood, Mayme Longfellow.....	Athens.

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SENIORS

Bishop, Lenora Belle.....	Athens.
Boger, George, A. B.....	Hamilton.
Elder, Adam Griggs.....	Athens.
Gibson, Elza Goodspeed.....	Mineral.
Hedrick, Eli Christian.....	Canal Winchester.
Heilman, William Theodore.....	Columbus.
Henry, Francis Beardsley.....	Athens.
McDaniel, John Edmon.....	Pomeroy.
Place, Benoni Austin.....	Qualey.
Smith, Murray Franklin.....	McArthur.
Smith, Thomas Maynard.....	Rutland.
Sprau, George	Hamilton.
Tooill, George Washington.....	Columbus.
Thomas, Clement Eugene.....	Mendon.
Waggoner, Chauncey William.....	Sugar Grove.

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SPECIAL NORMAL

Copeland, Charles Herbert.....	Hamden Junction.
Dinsmoor, Guy	Beaumont.
Eblin, Roy	Wellston.
Irwin, Jennie B.....	Greenfield.
Osborn, Freeman Asbury.....	Long Bottom.
Spencer, Lizzie	Wellston.
Timberman, John Clement.....	Coalton.
Wheeler, Grant	Nellie.
Wolfe, Nellie Leona.....	Nordhoff, Calif.

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CLASS OF 1903

Glazier, Lena Blanche, B. Ph.....	Athens.
Linton, Nancy E., B. Ph.....	Frost.
Peters, Crissie May, B. Ph.....	Ashville.
Sprague, Jennie Edyth, B. Ph.....	Millfield.
Winter, Samuel Guy, A. B.....	Crooksville.

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POST-GRADUATES

Bean, L. Gardner, Ph. M.....	Huntington, W. Va.
Collier, William Parker, A. B.....	Somerville, Mass.
Cookson, Charles William, A. B., B. Ped.....	Somerset.
Matheny, Charles Morris, B. Ped.....	Athens.
St. Clair, Anna May, B. Ped.....	Portsmouth.

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SUMMARY

First Year in Elementary Education.....	48
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Third Year in Elementary Education.....	21
Freshmen	23

Sophomores	10
Juniors	7
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Special Normal	9
Class of 1903.....	5
Post Graduates	5
Total	180

ELECTRICAL ENGINEERING

Four Years' Course

Barnes, Harry William.....	Albany.
Beasley, William Floyd.....	Amesville.
Beckett, John Scouller.....	Hamilton.
Blackstone, Wilbert Stanley.....	Cumberland.
Carr, Charles Vincent.....	Sugar Grove.
Cooley, John Milton.....	Athens.
Cornwell, Clifford Emerson.....	Athens.
Cripps, William Earl.....	East Liverpool.
Crout, Boyd Merrill.....	Dresden.
Graham, Charles Christopher.....	Buchtel.
Gullum, Frank Barnhart.....	Hamden Junction.
Heyman, Roscoe Winfield.....	Bellevue.
Irwin, Algernon Charles.....	South Perry.
Johnson, Howard Blaine.....	Plants.
Kirkpatrick, Howard	Atlanta.
Murphy, Edward Chambers.....	Amanda.
Porter, Francis Marion.....	Circleville.
Spring, Lewis Clark.....	Albany.
Valdeparés, Victorino Diaz.....	Cartavio, Spain.
Waggoner, Chauncey William.....	Sugar Grove.
Wright, James Otis.....	Athens.

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SHORT COURSE — SECOND YEAR

Alleshouse, Wilbert Henry.....	New Bedford.
Anderson, George Murray.....	Chillicothe.
Bechtol, Walter William.....	New Bedford.
Chidester, Pearl Morse.....	Orbiston.
Courtright, Harry Frederick.....	Tappan.
Eddy, Charles Isaac.....	Trimble.
Haffey, Stephen Micleta.....	Canal Winchester.
Harper, Ortha Lee.....	Leo.
Hempsted, Burns Dent.....	Croton.
Householder, Leslie Wayne.....	Bremen.
Hulbert, Theron Crissey.....	Seville.
Jones, David L.....	Wales.
Judy, Edward Winfield.....	Canal Winchester.
Miller, Henry Eldon.....	Thurston.
Mills, Edward Allen.....	Athens.

Pelter, Tullus	Centerburg.
Sexauer, Fred Karl.....	Chillicothe.
Steward, Frank Averal.....	Jerusalem.
Thrall, Lora David	Croton.
Tucker, Allan Mansfield.....	Evans, W. Va.
Williamson, Mark Hooker.....	Lancaster.
Wilson, Roy Earl.....	New Lexington.

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SHORT COURSE — FIRST YEAR

Arnold, Ralph	Burning Bush, Pa.
Beatty, John Henry.....	Massillon.
Blosser, Henry Higgins.....	Logan.
Boldman, Curtis Frowd.....	Rock Camp.
Burchfield, Henry Raymond.....	Athens.
Dally, Tullus Leo.....	Centerburg.
Davey, John William.....	Logan.
Gano, Lawrence Meredith.....	Logan.
Glazier, Ernest Benham.....	Belpre.
Glazier, Harry Guy.....	Athens.
Green, Worth Gordon.....	Sunbury.
Greenlees, David Raymond.....	Fleming.
Groves, Frank Leslie.....	Nelsonville.
Hoffman, Albert B.....	Dayton.
Hoffman, Howard H.....	Dayton.
Jacoby, George	Long Bottom.
Jones, David Lewis.....	Holcomb.
Kelly, Vaughn Milton.....	Union Furnace.
Mace, James Elwood.....	Buchtel.
Matthews, Charles Henry.....	Centerburg.
Miller, Clarence Leroy.....	Rushsylvania.
Miller, Lawrence Alfred.....	Millersport.
Parks, James Jay.....	Hopedale.
Pittis, Horace Eugene.....	Tappan.
Raney, Estelle Coler.....	Malta.
Shurtz, Owen Kieffer.....	Ada.
Smith, Josiah Clare.....	East Liverpool.
Stine, Morris Denver.....	Hue.
Sudlow, Clyde Milford.....	Union Furnace.
Walsh, Charles Leo.....	Athens.
Williamson, Thomas Waldo.....	Lancaster.
Work, Taswell Beaver.....	Circleville.

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PREPARATORY

Chadwell, Ernest Harding.....	Millfield.
Donaldson, Orville Merwin.....	Ridge.
Ferguson, Willis Everette.....	Logan.
Fulton, Clifford	Athens.
Honnold, James Randolph.....	Hue.
Hughes, Charles Guy.....	Ridge.
Kanable, Grover Guy.....	Osceola.

Katzenbach, Henry Frank.....	Nelsonville.
Lamb, Arthur Oscar.....	Pleasantville.
Marquis, Carroll Glenn.....	Mineral.
Musser, Clarence Fryman.....	Bucyrus.
Ross, Clinton	Delaware.

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ELECTING ONE OR MORE SUBJECTS

Barker, Joseph Frederick.....	Athens.
Dwyer, Claude Burgess.....	Hillsboro.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Welch, Wilson Johnson.....	Athens.

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COMMERCIAL COLLEGE

Special Course Completed 1903

Alderman, Fred Leslie (Accounting).....	Athens.
Anthony, Lizzie Belle (Accounting).....	Union Furnace.
Bishop, Robert Francis Jr. (Accounting and Stenography)	Athens.
Brown, Edward James (Stenography).....	Sugar Grove.
Brown, Freeman Whitmore (Stenography).....	Logan.
Brown, Milton Maywould (Stenography).....	Bremen.
Bryson, Mae Grace (Stenography).....	Glouster.
Cooper, Margaret Maude (Stenography).....	Athens.
Coultrap, Floyd E. (Accounting).....	Athens.
Earhart, Mazie Ada (Stenography).....	Athens.
Friel, Mayme Rosa (Stenography).....	New Straitsville.
Frost, Helen Ethelwyne (Stenography).....	Athens.
Gabriel, Florence Aldine, (Stenography).....	Athens.
Higgins, Cyrus Dow (Accounting).....	Athens.
Ireland, Burdette B. (Accounting).....	Midland.
Kirkendall, Emmett Royal (Accounting)	Athens.
Mann, Louise Daisy (Stenography).....	Athens.
Mason, Lenna Beatrice (Stenography).....	Athens.
Mayhugh, Esta Mabel (Accounting).....	Marshfield.
Morgan, Thurman Leroy (Stenography).....	Waverly.
Mott, Winifred Gertrude (Stenography).....	Pomeroy.
Nease, Nannie Louise (Stenography).....	Pt. Pleasant, W. Va.
Robinett, Amanda Louise (Accounting and Stenography)	Albany.
Scott, Nelle Rutledge (Stenography).....	Athens.
Smith, Blanche Estelle (Stenography).....	Athens.
White, Homer (Accounting and Stenography)....	Sugar Grove.
Wood, Anna Estella (Accounting).....	Smithfield.

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FULL COMMERCIAL COURSE COMPLETED 1904

Carr, Arthur Davis.....	Athens.
McClure, Roy Thomas.....	Bloomingsburg.
Walker, Ina Maud.....	Athens.

SPECIAL COURSE COMPLETED 1904.

Anthony, Allen Dwight (Stenography).....	Union Furnace.
Beard, Ross Collins (Accounting).....	Centerburg.
Begland, Elizabeth Ronald (Stenography).....	New Straitsville.
Bennett, John Madison (Accounting).....	Nelsonville.
Bishop, Lenora Belle (Stenography).....	Athens.
Campbell, Ida Bell (Accounting).....	Athens.
Cousins, Florence Martha (Stenography).....	Athens.
Crow, Frederick Wilkinson (Stenography).....	Great Bend.
Daft, Ernest Echols (Accounting and Stenography)	Buchtel.
Donaldson, Audrey Starr (Accounting and Stenography)	Athens.
Grones, Mabel Beatrice (Stenography).....	Athens.
Hanning, Ethel Mildred (Stenography).....	Athens.
Hawk, Clara Dell (Accounting).....	Marshfield.
Hayes, Margaret Marie (Stenography).....	Athens.
Hearn, Teresa May (Stenography).....	Athens.
Hunter, Nellie Allison (Stenography).....	Marshfield.
Johnson, Laurie Belle (Accounting).....	Plants.
Johnson, Nettie Tabitha (Stenography).....	Athens.
Mayhugh, Esta Mabel (Stenography).....	Marshfield.
Milgate, Hannah Garrett (Stenography and Accounting)	New Straitsville.
Morrow, Garfield Blaine (Accounting).....	Claysville, Pa.
Musgrave, Elizabeth (Stenography).....	Athens.
Needham, Ellen Pillsbury (Stenography).....	Athens.
Ogier, John Thomas Jr. (Accounting).....	Hamden Junction.
Parks, George Crawford (Accounting).....	Hopedale.
Preston, John Herrold (Accounting).....	Athens.
Reeder, Grace (Accounting and Stenography)....	Judson.
Slaughter, Ray Elton (Stenography).....	Athens.
Smith, Murray Franklin (Accounting).....	McArthur.
Spicer, Ava Fedora (Stenography).....	Athens.
Townsend, Mary Allen (Stenography).....	Athens.
Watkins, Flora (Stenography).....	Zaleski.
Weidman, James Millard (Stenography).....	Athens.
Wolfe, Ned Joseph (Accounting).....	Athens.
Woodworth, Robert Lorin (Accounting).....	Athens.
Woolley, Louise (Stenography).....	Judson.

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COURSE UNFINISHED

Allensworth, Carrie Carlotta.....	Rockspring.
Belt, Theodore Perry.....	Thurston.
Biddle, Mary Lucile.....	Athens.
Boelzner, Emma Edith.....	Athens.
Brown, Ernest	Logan.
Buntain, Anna May.....	New Petersburg.
Burch, Vernie Lee.....	Athens.
Clayton, Mary Florence.....	Athens.
Coleman, Nell Eunice.....	Guysville.
Condit, Milo J.....	Condit.

Copeland, Anna Louise.....	New England.
Cornwell, Clifford Emerson.....	Athens.
Creighton, Omar Clark.....	Atlanta.
De Vore, Myra Winget.....	Zaleski.
De Weese, Maud Elizabeth.....	Athens.
Dum, Anna Belle.....	Groveport.
Dyson, Mary Elizabeth.....	Jobs.
Earhart, John Douglas.....	Athens.
Elliott, Edward Byron.....	Hillsboro.
Fagan, Anna Genevieve.....	Athens.
Fagan, Kate Magdalene.....	Athens.
Finsterwald, Homer Grosvenor.....	Athens.
Fugita, R. Hidesuke.....	Komatsu, Japan.
Fulton, Robert Clifford.....	Athens.
George, Mary Armstrong.....	Hebbardsville.
Groves, Frank Leslie.....	Nelsonville.
Hartley, Harry Francis.....	Judson.
Henson, Clyde Evans (Accounting '02).....	Clay.
Hogle, Charles W.....	Kinsman.
Holcomb, Anselm Tupper.....	Portsmouth.
Howe, Maud	Athens.
Jones, Blanche Harriet.....	Glouster.
Jones, Edith	Portsmouth.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Kahler, John Lewis Jr.....	Sayville, N. Y.
Kelley, Alma Frances.....	Athens.
Kelley, John Lucas Clarence.....	Athens.
King, J. Strawder.....	Bridgeport, Ill.
Law, Loretta Hortense.....	Station 15.
Livengood, Owen Jacob.....	Union City, Ind.
Lutz, George Wayne.....	Langsville.
Lynch, Ora Etta.....	Burlingame, Kan.
Moore, Alethia Elma.....	Athens.
Musgrave, Mary	Athens.
Ogier, Judson Holly.....	Hamden Junction.
Richardson, Bess Minnie.....	Waverly.
Roush, Guy Brown.....	Russells.
Sherwood, Mrs. Mamie Fallon.....	Maysville, Ky.
Spring, Lewis Clark.....	Albany.
Taylor, Lucy Mae.....	Tappan.
Waggoner, Chauncey William.....	Sugar Grove.
Williams, Wilber Leo.....	Athens.
Wilson, Esther Roberta.....	Baltimore.
Woodyard, Octa May.....	Chase.
Wright, James Otis.....	Athens.

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REVIEW

Baker, Faye A.....	Athens.
Miller, Guy Dolphus.....	Athens.
Riley, Ethel Eleanor.....	Guysville.
Wentzell, Lawrence Frederick.....	Batavia, Ill.

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COLLEGE OF MUSIC

Ablett, Gertrude.....	Youngstown.
Arnold, Ralph.....	Burning Bush, Pa.
Baker, Effie.....	Thornville.
Baker, Faye Athens.....	Athens.
Biddison, Emma.....	Glouster.
Birge, Bessie Mary.....	Chauncey.
Bowen, Eveline.....	Logan.
Bower, Allen McClellan.....	Bakersville.
Bowles, Irene Elizabeth.....	Dingess, W. Va.
Bowser, Ida Elizabeth.....	Lancaster.
Boyles, George.....	Floodwood.
Brown, Milton Maywould.....	Logan.
Cameron, Charles Edward.....	Athens.
Carr, Charles Vincent.....	Sugar Grove.
Chrisman, Oscie Dru.....	Athens.
Chubb, Catherine.....	Athens.
Climer, Alice Virginia.....	Vigo.
Climer, Jessie.....	Vigo.
Colopy, Alice Cecilia.....	Coshocton.
Cornwell, Clifford Emerson.....	Athens.
Coultrap, Bernice Hughes.....	McArthur.
Cox, Ellis V.....	Dayton.
Cox, John Herron.....	New Concord.
Crooks, Floyd Stanley.....	Pomeroy.
Davis, Madora.....	Marshfield.
Davis, Margaret Anne.....	Clay.
Davis, Theora.....	Marshfield.
Dew, Nancy Louise.....	Athens.
Dix, Ruby Virginia.....	Athens.
Donaldson, Grace Luella.....	Athens.
Duffee, Jannette Agnes.....	Marshfield.
Eagin, Hannah Gertrude.....	Hubbard.
Earhart, John Douglas.....	Athens.
Elder, Adam Griggs.....	Athens.
Fagan, Anna Genevieve.....	Athens.
Francis, Mildred Isabel.....	Athens.
Gabbert, Nan Maria.....	Pt. Pleasant, W. Va.
Gage, Edith Olga.....	Bartlett.
Gage, Gladys.....	Bartlett.
Garrett, Grace.....	Amesville.
Gibson, Clare Green.....	Mantua Station
Glazier, Lena Blanche.....	Athens.
Groves, Frank Leslie.....	Nelsonville.
Harris, Charles Henry.....	Athens.
Hempsted, Burns Dent.....	Croton.
Hewitt, Dasa Leota.....	Marshfield.
Higgins, Bessie Inez.....	Athens.
Hixson, Ethel Sarah.....	Athens.
Hogle, Charles Wesley.....	Kinsman.

Hooper, Olah Angell.....	Athens.
Hope, Ella Estella.....	Athens.
Hopkins, Dyantha.....	Downington.
Hudson Myrtle.....	McArthur.
Hunter, Marie Douglas.....	Athens.
Hutchinson, Maude Morris.....	Athens.
Irwin, Algernon Charles.....	South Perry.
Johnson, Aldis Adelbert.....	Farmdale.
Jones, Albert Johnson.....	Athens.
Jones, Blanche Harriet.....	Glouster.
Josten, Martin.....	Athens.
Kelley, Lewis Weitzel.....	Athens.
Kern, Lillian Lenore.....	Athens.
Kipp, Henrietta.....	Chauncey.
Kirkpatrick, Howard.....	Atlanta.
Kurtz, Frank Bartlett.....	Athens.
Lash, Lena Otto.....	Athens.
Laughlin, Ross.....	Belle Center.
Law, Loretta Hortense.....	Station 15.
Lehman, John Andrew.....	Haydenville.
Logan, Elizabeth Mearle.....	Athens.
Louth, May Catherine.....	Athens.
Lowe, Tacy Elizabeth.....	Athens.
Luttrell, James Creed.....	San Luis Obispo, Calif.
McBride, Jessie Enile.....	Tupper's Plains.
McDaniel, Maggie Dora.....	Pomeroy.
McDonald, Vesta.....	Cloud.
McLaughlin, Mary.....	Caldwell.
McNamee, Anna.....	Jobs.
McVey, Charles Don.....	Athens.
McVey, John Tipton.....	Eastbank, W. Va.
Mann, Louise Daisy.....	Athens.
Marquis, Carrie Edith.....	Mineral.
Mason, Ina Beulah.....	Sugar Grove.
Matheny, Letha Mayme.....	Athens.
Matheny, William Alderman.....	Athens.
Merritt, William Schory.....	Columbus.
Meyers, Effie Pearl.....	Amanda.
Miller, Guy Dolphus.....	Athens.
Miller, Lawrence Alfred.....	Millersport.
Moore, Sylvia.....	Athens.
Murphy, Edward Chambers.....	Amanda.
Naumann, Aaron Irving.....	Lindsey.
Neal, Robert Ernest.....	Athens.
Needham, Ellen Pillsbury.....	Athens.
Nesbitt, Margaret Anne.....	Bellaire.
Newton, Madge Alice.....	Athens.
Nice, Leonard Blaine.....	Marshfield.
Norton, Willey Higby.....	Staunton, Va.
Nye, Bessie.....	Chauncey.

Nye, James Floyd.....	Chauncey.
Parker, Clarence Emmett.....	Anthony.
Parker, Clarence Prentice.....	Athens.
Parker, Everett.....	Anthony.
Patton, Eva.....	Nelsonville.
Peters, Homer Hoyt.....	Lockbourne.
Pickett, Florence.....	Athens.
Pickett, Helen.....	Athens.
Place, Jesse Alfred.....	Qualey.
Place, Olive Annette.....	Qualey.
Porter, Francis Marion.....	Circleville.
Portz, Francis Milton.....	Bakersville.
Pospichel, Stephen.....	Buchtel.
Reah, Mary.....	Athens.
Reeves, Anna Lindsay.....	Coal Center, Pa.
Rider, Bessie Clara.....	Nelsonville.
Rittenberry, Mildred May.....	Buchtel.
Roach, Donna Marie.....	Athens.
Roach, Eva May.....	Athens.
Roach, Orr Rufus.....	Athens.
Robinson, Grace Anna.....	Trimble.
Rorick, Mabel Acker.....	Athens.
Rowan, Marie Gertrude.....	Poplarville, Miss.
Schaeffler, Charles Harry.....	Athens.
Scott, Florence May.....	Athens.
Secoy, Ina May.....	Athens.
Shaver, Ada.....	Eastbank, W. Va.
Shirkey, John.....	Chauncey.
Silvus, Catherine.....	Athens.
Silvus, Jennie.....	Athens.
Simpson, Trixie.....	Little Hocking.
Six, Mary Cecile.....	Nelsonville.
Smith, Duxie M.....	Washington C. H.
Smith, Leonora Fay.....	Stewart.
Smith, Murray Franklin.....	McArthur.
Sprague, Jennie Edyth.....	Millfield.
Sprague, John Rollin.....	Millfield.
Sprague, Royal Dent.....	Chauncey.
States, Dora Alice.....	Spencerville.
Stiff, Sadie Elizabeth.....	Nelsonville.
Taylor, Lucy Mae.....	Tappan.
Thomas, David Blaine.....	Gallipolis.
Thomas, Grace.....	Camba.
Treudley, Ruth.....	Athens.
Walsh, Emma Evelyn.....	Athens.
Warrener, Anna Alice.....	Federal.
Wells, Leona May.....	Nelsonville.
Whitmore, Leila Elizabeth.....	Buchtel.
Wickham, Mabel Leona, Ph. B.....	Glen Ullin, N. Dak.
Wiley, Anna Lora.....	Coolville.
Wilkes, Ernest Constantine.....	Athens.

Wilkes, Lulu Constance.....	Athens.
Wilkes, Mabel Wilhelmine.....	Athens.
Williams, Anna Pearl.....	Athens.
Williams, Wilber Leo.....	Athens.
Williamson, Frances.....	Lancaster.
Wilson, Esther Roberta.....	Baltimore.
Wood, Mayme Longfellow.....	Athens.
Woodyard, Octa May.....	Chase.

THE SUMMER SCHOOL

Aberts, Ella Claire.....	Wellston
Ablett, Gertrude	Youngstown.
Agler, Charles Marshall.....	Eldorado.
Ailer, Iva	Buchtel.
Alford, James Perry.....	North Berne.
Allen, Alfred Neil.....	Athens.
Allen, Herbert Noel.....	Roseville.
Allen, Walter Osman.....	New Plymouth.
Allensworth, Carrie C.....	Rockspring.
Amberg, Cora.....	Portsmouth.
Amberg, Eva Elizabeth.....	Portsmouth.
Anderson, Pearl Beatrice.....	Portsmouth.
Arthur, Clara May.....	Wellston.
Ashbrook, Bertha	Lithopolis.
Bagwell, Grace	Bremen.
Bailey, Clarice Augusta.....	Bath.
Bailey, John Edson.....	Coolville.
Baird, Lenore	Canaanville.
Baker, Mabel Gifford.....	Athens.
Barnett, Josephine Marie.....	Huntington, W. Va.
Bartlett, Daisy	Bartlett.
Bartlett, Gertrude	Bartlett.
Barton, Bertha Ellen.....	Congo.
Barton, William Howard.....	Adelphi.
Bean, L. Gardner, Ph. M.....	Athens.
Bebout, Oma Zoa.....	Pataskala.
Beelman, Ethel Arobel.....	Chicago.
Biddison, Emma	Glouster.
Biddle, Frances Lillian.....	Athens.
Biddle, Mary Lucile.....	Athens.
Biddle, Nan Louise.....	Athens.
Bing, Simeon Hutsinpillar.....	Bidwell.
Bishop, Minnie Grace.....	Athens.
Black, Lulu	Nelsonville.
Bobo, Zellman Parkinson.....	Albany.
Boden, Austin Woodruff.....	New Vienna.
Boelzner, Emma Edith.....	Athens.
Boger, George, A. B.....	Hamilton.
Bostdorff, Henry Augustus.....	Waterville.
Bothwell, Julia Stanley.....	Athens.

Bowen, Eveline	Logan.
Boyd, Charles Wesley.....	Charleston, W. Va.
Boyd, Maud Virtue Polk.....	Marion.
Bricker, Garland Armor.....	Etna.
Brohard, Edith.....	Coalton.
Brown, Ernest	Logan.
Brown, Lillie Ethel.....	Bainbridge.
Buck, Edward Carl.....	Athens.
Bullard, Rebecca Ida.....	Charleston, W. Va.
Bunger, Charles Simeon.....	Lewisburg.
Buntain Anna May.....	New Petersburg.
Burgoon, Anna Gertrude.....	Carbon Hill.
Burke, Charles Edmund.....	Vigo.
Burleigh, Amanda	Anthony.
Byer, Rodolph Chase.....	Chase.
Caldwell, Josephine	Coolville.
Calhoon, Goldie Celestia.....	New Lexington.
Calhoon, Mina Sabra.....	New Lexington.
Cameron, James Blaine.....	Bainbridge.
Cameron, Maybel	Bainbridge.
Carmack, Walter Lawrence.....	Mendon.
Carr, Arthur Davis.....	Athens.
Cassell, Cordie	Sheldon.
Cassell, George Benson.....	Sheldon.
Cassell, Moses Anthony.....	Sheldon.
Chapman, Sarah	Crown City.
Chappell, Dalton Orrin.....	Athens.
Cheadle, Georgia	Albany.
Cherington, Frederick William.....	Athens.
Cherry, Lois Delia.....	Greenfield.
Christman, George Washington.....	Judson.
Chute, Waldo	Logan.
Claggett, Daisy	Bainbridge.
Clark, John Francis James.....	Charleston, W. Va.
Clark, Lizzie Edith.....	Hillsboro.
Clayton, Mary Florence.....	Athens.
Clester, Estella May.....	Athens.
Codding, Charlotte	Findlay.
Cole, Margaret Eleanor.....	Portsmouth.
Collins, Andrew Charles.....	Covington, Ky.
Colvin, Florence Elizabeth.....	Pioneer.
Conaway, Louie Eber.....	McLuney.
Conn, Amy Viola.....	Washington C. H.
Cookson, Charles William, A. B., B. Ped.....	Somerset.
Copeland, Anna Louise.....	New England.
Copeland, Charles Herbert.....	Hamden Junction.
Coultrap, Floyd E.....	Athens.
Coultrap, Manning Gebhardt.....	Athens.
Cousins, Florence Martha.....	Athens.
Cousins, Martha Ann.....	Gallipolis.
Cox, Ellis V.....	Dayton.

Cox, John Herron.....	New Concord.
Craig, Olive May.....	Nelsonville.
Cranmer, Lucy Aretha.....	Athens.
Creighton, Omar Clark.....	Atlanta.
Criner, James Anderson.....	Gallipolis.
Crothers, Julia Campbell.....	Belpre.
Crow, Frederick Wilkinson.....	Great Bend.
Cullums, Nell	Athens.
Daines, Wesley Fred.....	Albany.
Dallas, Cecil May.....	Bainbridge.
Dally, Tullus Leo.....	Centerburg.
Davidson, Gertrude Martha.....	Portsmouth.
Davis, Ada	Coalton.
Davis, Donna Marie.....	Greenfield.
Davis, William Newell.....	Jackson.
Day, Charles William.....	Athens.
Dean, Minnie Foster.....	Athens.
Deaver, Arthur George.....	Glenford.
Deisher, Christian Glen.....	Lewisburg.
De Vore, Myra Winget.....	Zaleski.
Deweese, Maud Elizabeth.....	Athens.
Dinsmoor, Guy	Beaumont.
Dixon, Asher Hooper.....	Albany.
Doan, Hattie Elzina.....	Frost.
Dodge, Marcella	Westville.
Druggan, Elsie	Jacksonville.
Duff, Lucinda	Greenfield.
Dum, Anna Belle.....	Groveport.
Dumaree, Charles Henry.....	Luhrig.
Dumaree, Edith Sophia.....	Inghams.
Dumaree, Edward Louis.....	Inghams.
Dunkle, Herbert Bothwell.....	Athens.
Dyson, Mary Elizabeth.....	Jobs.
Eagin, Hanna Gertrude.....	Hubbard.
Eblen, Roy Emmett.....	Wellston.
Edington, Hazel Clare.....	Nelsonville.
Eggleston, Amy Boies.....	Washington C. H.
Elder, Adam Griggs.....	Athens.
Elliott, Mary	Hillsboro.
Ely, George Leonard.....	Wellston.
Everitt, Arthur Clayton.....	Lancaster.
Everhart, Walter H.....	Chili.
Fairhead, Lisbeth Drake.....	Covington, Ky.
Faivre, Mame Sarah.....	Portsmouth.
Farmer, Effie Jane.....	Steubenville.
Farmer, Mary Orpha.....	Portsmouth.
Feather, Letitia	New Bremen.
Fee, Carrie Mary.....	Cortland.
Fischer, Lizzie.....	New Bremen.
Folger, Everett Fletcher.....	New Matamoras.
Francisco, Olive	Defiance.

French, Lillie Estella.....	Harrisonville.
French, Nora	Mineral.
Friedrich, Mary Margaret.....	Massillon.
Frost, Helen Ethelwyne.....	Athens.
Frost, Willa Alexandra.....	Athens.
Fuller, Josiah Allen.....	Athens.
Gabriel, Florence Aldine.....	Athens.
Gage, Edith Olga.....	Bartlett.
Gage, Gladys	Bartlett.
Gard, Myrta	Wellston.
Geeting, Charles Franklin.....	West Manchester.
Geeting, Winona Pearl.....	Lewisburg.
Gibbs, Bertha May.....	Luhrig.
Gibson, Elza Goodspeed.....	Mineral.
Gibson, Robert Mitchell.....	Mantua.
Gilbert, Ella M.....	Guysville.
Goodall, Edith	Youngstown.
Gorslene, Bessie Mabel.....	Nelsonville.
Greenlees, David Raymond.....	Fleming.
Gries, Katie May.....	St. Paris.
Grimm, Maud	Buchtel.
Groves, Frank Leslie.....	Nelsonville.
Grover, Milton Monroe.....	Pine Grove.
Haffey, Stephen Micleta.....	Canal Winchester.
Hamilton, Florence	Athens.
Hamilton, Grace Annis.....	Athens.
Harper, Cora	Wellston.
Hart, Rose	Trimble.
Hartley, Harry Francis.....	Judson.
Hawk, Clara Dell.....	Marshfield.
Hawkins, Frank	Hamden Junction.
Hayden, Charles Ernest.....	Nelsonville.
Hecker, Amelia	Pomeroy.
Hedrick, Eli Christian.....	Canal Winchester.
Heilman, William Theodore.....	Columbus.
Henderson, Burdella	Bristol.
Henke, Heber Hunt.....	Athens.
Henneman, Lucy Allen.....	Wellston.
Hewitt, Dasa Leota.....	Marshfield.
Higgins, Winifred Belle.....	Athens.
Hill, Maude	Circleville.
Hine, Agnes Marie.....	Painesville.
Hine, Bessie	Painesville.
Hixson, Carrie	Athens.
Hixson, Ethel Sarah.....	Athens.
Holcomb, Anslem Tupper Jr.....	Portsmouth.
Hooper, Annie	McConnellsville.
Hoover, Thomas Nathaniel.....	Piketon.
Hoerner, Osa	Euphemia.
Howe, Mary Blanche.....	Athens.
Huber, Lillie	Middleport.

Hudson, Myrtle	McArthur.
Hull, Helen	Greenfield.
Irwin, Jennie B.....	Greenfield.
Jacoby, George	Long Bottom.
Johnson, Bess Louise.....	Nelsonville.
Johnson, Frank Leander.....	Johnsonville.
Johnson, Muriel Kate.....	Sugar Grove.
Jones, Blanche Harriet.....	Glouster.
Jones, David L.....	Wales.
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Jones, Edith	Portsmouth.
Jones, Edward Walter.....	Columbus.
Jones, Mary D.....	New Straitsville.
Kelley, John Lucas Clarence.....	Athens.
Kennedy, May Catherine.....	Covington, Ky.
Kennon, Verna Virginia.....	Barnesville.
Ketcham, Edward	Mercer.
Kidd, Edith May.....	Marietta.
Kinnison, Grace	Buchtel.
Kiper, Minnie Wealthy.....	Poland.
Kirkendall, Emmett Royal.....	Athens.
Kirkendall, Ruby Dell.....	Athens.
Koons, Lena	Athens.
Koons, Nellie	Athens.
Kratsch, Emma	Massillon.
Kress, Clyde Noah.....	Sardinia.
Kurtz, Frank Bartlett.....	Athens.
La Bounty, Lettie.....	Chicago.
Lacy, Maude Grace.....	Defiance.
Laizure, Grant Arlington.....	Dennison.
Larzalere, Nicholas Lafayette.....	Roseville.
Laughlin, Edith Vivian.....	Athens.
Lee, Goldie Wallace	Athens.
Lehman, John Andrew.....	Haydenville.
Lehman, Raymond Deford.....	Haydenville.
Leydorf, Clara Catherine.....	Perrysburg.
Lilly, Verona	Delaware.
Linton, Frank	Salineville.
Little, Merle	Portsmouth.
Lower, Daisy	Circleville.
Lutz, George Wayne.....	Langsville.
Lynch, Ora Etta.....	Athens.
McBride, Grace Edna.....	Tupper's Plains.
McBride, Jessie Enile.....	Tupper's Plains.
McBride, Lida	Ludlow, Ky.
McBride, Samuel Thomas.....	Tupper's Plains.
McCoy, Harry Stuart.....	Eldorado.
McCreight, Charles Ernest.....	Martinsville.
McDonald, Vesta	Cloud.
McKee, Effie	Nelsonville.
McNerny, Mamie	Nelsonville.

McVey, John Tipton.....	Eastbank, W. Va.
Martin, Sadie Spears.....	Visalia, Ky.
Martzolff, Amelia	Junction City.
Martzolff, Clement Luther.....	New Lexington.
Marvin, Grace Alicia.....	Cortland.
Mason, Anna Clare.....	Athens.
Matheny, Charles Morris, B. Ped.....	Athens.
Matheny, Clarence Albert.....	Beaumont.
Matheny, William Alderman.....	Athens.
Maurer, Emma	Buchtel.
Mellott, Calvin Miller.....	Beallsville.
Middleton, John Taylor.....	Westville.
Miller, Guy Dolphus.....	Athens.
Miller, Verna Marie.....	Athens.
Mills, Blanche	Athens.
Mills, Charles Edson.....	Athens.
Mills, Edward Allen.....	Athens.
Mills, Margaret Belle.....	Athens.
Milton, Catherine.....	Youngstown.
Mohler, Nellie Blanche.....	Albany.
Moore, Alethia Elma.....	Athens.
Moore, Nettie	Anthony.
Morgan, Eliza Alice.....	Harpers Station.
Morgan, Margaret Ann.....	Harpers Station.
Morgan, Mary Luella.....	Sugar Grove.
Morgan, William Thomas.....	Maynard.
Morris, Margaret M	Westville.
Morris, Mary J.....	Westville.
Morton, Joshua Romine.....	Wilkesville.
Musgrave, Elizabeth	Athens.
Musgrave, Mary	Athens.
Nelson, Jennie	Glouster.
Nesbitt, Margaret Anne.....	Bellaire.
Newton, Madge Alice.....	Athens.
Nice, Leonard Blaine.....	Marshfield.
Norris, George Newton.....	Stewart.
North, George Monfort.....	New Lexington.
O'Connor, Delia	Wilkesville.
O'Neill, Minnie Anita.....	Marietta.
Ogdin, Rhoda Elizabeth.....	Dyesville.
Orr, Hattie Pearl.....	Albany.
Orr, Nettie Viola.....	Albany.
Osborn, Freeman Asbury.....	Long Bottom.
Osborne, M. Ella	Athens.
Osbourne, Orville	Baltimore.
Owens, Edith Anna.....	Shawnee.
Poffenberger, Martha	Portsmouth.
Page, David Benjamin.....	Pulse.
Pav, Bertha Roberta.....	Cleveland.
Pearce, Clarence Spence.....	Hillsboro.
Perry, Mabel Sarah.....	Chillicothe.

Pettingall, Armena	Portsmouth.
Phillips, Erma Adella.....	Youngstown.
Phillips, Mary	Youngstown.
Place, Benoni Austin.....	Qualey.
Place, Jesse Alfred.....	Qualey.
Place, Olive Annette.....	Qualey.
Portz, Francis Milton.....	Bakersville.
Powell, Edith	Bidwell.
Price, Abigail May.....	Wellston.
Price, Charlotte	Crooksville.
Price, Elizabeth	New Straitsville.
Price, Orel	Mendon.
Putnam, Harriet Lamb.....	Athens.
Putnam, Virgene	Athens.
Reed, Jessie Renner.....	Barnesville.
Reeder, Grace	Judson.
Reeves, George Walter.....	Albany.
Reynolds, William Russell.....	Port Clinton.
Richards, Eva Marie.....	Columbus.
Richardson, Mary E.....	Waverly.
Richardson, Minnie Bess.....	Waverly.
Richeson, John Jacob.....	Westville.
Rife, Edith	Gallipolis.
Rine, Berenice Clifton.....	Bridgeport.
Rineheart, Mary Gibbs.....	Albany.
Roach, Eva May.....	Athens.
Robinett, Ida	Albany.
Rodda, Emma	Nelsonville.
Rogers, Carrie Capitola.....	Nelsonville.
Roney, Virginia	Dresden.
Roush, Guy Brown.....	Russell.
Russell, Ina.....	Albany.
Ruth, Clifford Everett.....	Shade.
St. Clair, Anna May.....	Portsmouth.
Salser, Esther May.....	Portsmouth.
Scheidegger, Harley Wilson.....	Baltimore.
Scott, Beulah Lorene.....	Nelsonville.
Scott, Elizabeth	Dennison.
Scott, John	Beallsville.
Scott, Nelle Rutledge.....	Athens.
Seeger, Florence.....	Youngstown.
Seitz, Emma	Pomeroy.
Sellers, Louise	Greenfield.
Shaffer, Oscar	Pine Grove.
Sharp, David Benjamin.....	Albany.
Shearer, Fred	Hamilton.
Sheldon, Ida Evelyn.....	Athens.
Sheppard, Gertrude	Nelsonville.
Sherwood, George Clarence.....	Maysville, Ky.
Sherwood, Mamie Fallon.....	Maysville, Ky.
Simmerman, Anna Edna.....	Lincoln.

Slaughter, Ray Elton.....	Athens.
Smith, Blanche Estelle.....	Athens.
Smith, Murray Franklin.....	McArthur.
Smith, Thomas Maynard.....	Rutland.
Snider, Pearl Henry.....	Basil.
Snyder, Elsie Elizabeth.....	Stony Ridge.
Snyder, Orin Earl.....	Mountville.
Snyder, T. Chestora.....	Corning.
Solomon, Lenora	Celina.
Spohn, Burrell Blakeney.....	New Lexington.
Stafford, Cora	Coshocton.
Stahl, Eugene Marion.....	Stoutsville.
Stambaugh, Sarah Josephine.....	Bryan.
Staneart, Bessie May.....	Bolins Mills.
Starkey, Marietta.....	Coolville.
States, Dora Alice.....	Spencerville.
Steward, Frank Averal.....	Jerusalem.
Stine, Morris Denver.....	Hue.
Stoody, Henry Ward.....	Rockbridge.
Strenick, Lydia Edith.....	Lorain.
Talbot, John Sherman.....	Carroll.
Taylor, Ira	Eastburn.
Thomas, Clement Eugene.....	Mendon.
Thomas, Elizabeth	Gallipolis.
Thomas, Grace	Wellston.
Thomas, Nellie Ginevra.....	Mendon.
Thomas, Walter	Mendon.
Thompson, David Lewis.....	South Perry.
Thrall, Lora David.....	Croton.
Timberman, Meda	Leo.
Tinker, Arthur Whittaker.....	Athens.
Tooill, George Washington.....	Columbus.
Townsend, Mary Allen, Ph. B.....	Athens.
Tracy, Emma Estelle.....	Portsmouth.
Treuhart, Alice Cornelia.....	Portsmouth.
Trump, Elva L.....	West Manchester.
Tuttle, Eugene Vivian.....	Palmyra.
Tuttle, Harley Angelo.....	Palmyra.
Vale, Roy Ewing.....	Pine Grove.
Valdepareas, Victorina Diaz.....	Cartavio, Spain.
Van Dorn, Reade Monroe.....	Plain City.
Van Pelt, Anna Martha.....	Lynchburg.
Vance, Wilbur Hoadly.....	Buford.
Vanden, Grace	Gallipolis.
Viney, Mary Elizabeth.....	Pine Grove.
Waggoner, Chauncey William.....	Sugar Grove.
Walker, Ina Maude.....	Athens.
Walters, Mary	New Straitsville.
Warner, Effie Blanche.....	Oreton.
Waterman, Carrie	Coolville.

Weatherbee, Albert	Lancaster.
Wedge, Ida	Coolville.
Weidman, James Millard.....	Athens.
Wentzel, Lawrence Frederick.....	Batavia, Ill.
Whitfield, Mary Ann.....	Jacksonville.
Whiting, R. Carlene.....	Gallipolis.
Wiggins, Charles Wesley.....	Moxahala.
Wilhelm, Bertha Minnie.....	Portsmouth.
Wilkins, Nannie Maude.....	Delaware.
Williams, Jennie	Roseville.
Williams, Theophilus Otto.....	Circleville.
Wilson, Olive Amanda.....	Athens.
Wilson, Ralph Byron.....	Athens.
Wines, Eliza Hattie.....	Hebbardsville.
Winget, Winnie Faye.....	Albany.
Winter, Frederick Holston.....	Crooksville.
Wolf, Dessie	South Solon.
Wolfe, Byron Armstrong.....	Athens.
Wolfe, Carrie Elizabeth.....	Bainbridge.
Wolff, William George.....	Cameron.
Woolley, John Jefferson.....	Judson.
Woolley, Louise	Judson.
Wright, James Otis, Jr.....	Athens.
Wyly, Emily Jane.....	Granville.
Young, Bertha Edna.....	Athens.
Young, Clara Bernice.....	Athens.
Zimmerly, Rebecca	Youngstown.

GENERAL SUMMARY OF STUDENTS BY DEPARTMENTS AND CLASSES

Postgraduates	7
Class of 1903.....	16
Seniors	19
Juniors	23
Sophomores	32
Freshmen	85
Irregular and Special Students.....	20
Third Preparatory	73
Second Preparatory	69
First Preparatory	63
State Normal College.....	180
Electrical Engineering	91
Commercial College	125
College of Music	158
Summer School	423
Total	<u>1,384</u>
Names counted more than once.....	551
Total	833

GENERAL SUMMARY OF STUDENTS BY TERMS

Spring Term, March 31, 1903 — June 18, 1903.....	287
Summer Term, June 22, 1903 — July 31, 1903.....	423
Fall Term, September 8, 1903 — December 18, 1903.....	324
Winter Term, January 5, 1904 — March 18, 1904.....	294
Total number of Students, counting no name more than once..	833

OHIO UNIVERSITY

DEGREES CONFERRED, JUNE 18, 1903

A. B.

Bennett, Elizabeth Ruth.....	Shawnee, Pa.
Bishop, Robert Francis, Jr.....	Athens, Ohio.
Wilson, Nell Blanche.....	Athens, Ohio.
Wood, James Perry, Jr.....	Athens, Ohio.
Zang, Jacob Milton.....	Newport, Pa.

Ph. B.

Glazier, Lena Blanche.....	Athens, Ohio.
Hambleton, Antrum Marion.....	Hooksburg, O.
Linton, Nancy E.....	Frost, Ohio.
Morgan, Thurman Leroy.....	Waverly, Ohio.
Nease, Nannie Louise.....	Pt. Pleasant, W. Va.
Peters, Crissie May.....	Ashville, Ohio.
Riley, Ethel Eleanor.....	Guysville, Ohio.
Sprague, Jennie Edyth.....	Millfield, Ohio.
Sullivan, Frederick Taylor.....	Warwick, N. Y.
Tullis, Flora Blanche.....	Bloomingsburg, O.

B. S.

Irwin, Algernon Charles.....	South Perry, Ohio.
------------------------------	--------------------

A. M.

Winter, Samuel Guy.....	Crooksville, Ohio.
-------------------------	--------------------

Ph. M.

Bean, Lonzo Gardner.....	Athens, Ohio.
Copeland, William Franklin.....	Tappan, Ohio.

HONORARY DEGREES

A. M.

Jones, Thomas A.....	Jackson, Ohio.
Michael, Lillian E.....	Goshen, Ind.
Shepard, Cassius M.....	Columbus, Ohio.

M. S.

Higley, Homer R.....	E. Stroudsburg, Pa.
----------------------	---------------------

Ph. D.

Jones, Edmund A.....	Massillon, Ohio.
Miller, Charles C.....	Lima, Ohio.

LL. D.

Bonebrake, Lewis D.....	Columbus, Ohio.
Bundy, William E.....	Cincinnati, Ohio.
Dowd, John W.....	Toledo, O.

D. D.

Good, Noah W.....	Columbus, Ohio.
King, George Walton.....	Athens, Ohio.
Lowe, Thomas L.....	Athens, Ohio.
Martin, George W.....	Manti, Utah.

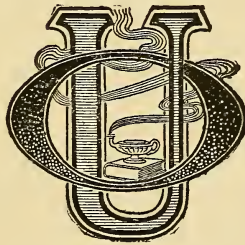
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CALENDAR 1904

JANUARY							JULY						
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CALENDAR 1905

JANUARY							JULY						
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Beautiful
Healthful

Ohio University

Accessible
Location

ATHENS, OHIO

ESTABLISHED BY ACT OF THE OHIO LEGISLATURE, FEB. 18, 1804

The University now has a Faculty of thirty-nine members, and includes

The College of Liberal Arts, The State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Drawing and Painting, and The State Preparatory School.

Affiliated with Ohio University are

The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio; The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

Facilities Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Eighteen Thousand Well-Selected Volumes in Library; Gymnasium and Field Athletics under the Careful Supervision of a Trained Instructor; Women's Hall, Well-appointed and Under Efficient Management.

Courses In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A. B., Ph. B., B. Ped., and B. S. Special courses in Electrical Engineering, Business, Music, Drawing, Painting, Elocution, and Physical Culture.

No Tuition Registration Fee of \$5.00 per term. Other expenses very reasonable. Spring Term will open March 29, 1904; Summer Term, June 20, 1904; Fall Term, Sept. 13, 1904.

Thoroughness Attend an old and a well-established institution which has an enviable record for THOROUGHNESS, CULTURE, and PRESTIGE.

Summer Term Nearly 500 students in 1903. The Summer Term of 1904 will open June 20th and continue six weeks. No tuition. Registration Fee only \$3.00. Superior Faculty of 23 members. Full College credit will be given for work done.

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Catalogue, Etc. For catalogue and further information, address
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CALENDAR — 1904

TUESDAY, JANUARY 5.....	Opening of Winter Term
FRIDAY, MARCH 18.....	Close of Winter Term
TUESDAY, MARCH 29.....	Opening of Spring Term
SUNDAY, JUNE 12.....	Beginning of Commencement Week
THURSDAY, JUNE 16.....	Commencement Day
MONDAY, JUNE 20.....	Opening of Summer Term
TUESDAY, JULY 27.....	Close of Summer Term
TUESDAY, SEPTEMBER 13.....	Opening of Fall Term
FRIDAY, DECEMBER 23.....	Close of Fall Term

CALENDAR — 1905

TUESDAY, JANUARY 3.....	Opening of Winter Term
FRIDAY, MARCH 17.....	Close of Winter Term
TUESDAY, MARCH 27.....	Opening of Spring Term
SUNDAY, JUNE 11.....	Beginning of Commencement Week
THURSDAY, JUNE 15.....	Commencement Day
MONDAY, JUNE 19.....	Opening of Summer Term
FRIDAY, JULY 28.....	Close of Summer Term
TUESDAY, SEPTEMBER 12.....	Opening of Fall Term
FRIDAY, DECEMBER 22.....	Close of Fall Term



OHIO UNIVERSITY BULLETIN.

NEW SERIES.

Vol. I, No. 1.

The Normal College
...and the...
Commercial College
— of —
OHIO UNIVERSITY



August, 1903.

ATHENS, OHIO
Published by the University
and Issued Quarterly.

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The State Normal College

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Athens, Ohio.

Outlines of ❧ ❧

COURSES OF STUDY

...FOR...

**The State Preparatory School,
The College of Liberal Arts, and
The Department of Electrical Engineering.**

ATHENS, OHIO

August, 1903.

SCHOLARSHIP IN THE NORMAL SCHOOL.

One of the most important topics discussed in the Normal School Section of the National Educational Association at Boston in July, 1903, was the question of scholarship in the normal school. It was pointed out that the best normal schools of to-day stand for a high grade of scholarship; that scholarship alone will not make a teacher; that teachers must be well grounded, not only in the subject-matter they pretend to teach, but in the pedagogical subjects of principles and methods as well. One of the greatest needs in American schools to-day is the well-trained elementary teacher—educated and trained especially in the subjects to be taught in the elementary schools. A teacher may be an excellent Latin scholar and fail in teaching the simplest lesson in English. She may be well grounded in higher mathematics, and not know the first principles involved in teaching a lesson in numbers. It is one thing to know calculus and another thing *to know how the child thinks number relations*, and how to present these to his mind. Teachers need a broad, thorough, and scientific training in the subjects they are required to teach and then we must clarify, simplify, and unify that knowledge by re-enforcing it with instruction and training in the purely pedagogical phases of the subjects taught and the underlying principles governing the teaching process.

One of the greatest weaknesses of elementary school training is the superficial knowledge of the teacher touching the subjects taught. To teach Geography well the teacher needs to have a wide range of knowledge of geographical subjects. She must study geography scientifically, not superfi-

cially. She must familiarize herself with all the social, economic, industrial, and commercial phases of geographic knowledge. She must know how to select and adapt, never losing sight of the ultimate end of the instruction. It is the function of the normal school to give her this knowledge and provide adequate training in the method of presenting the subject to the child mind. A knowledge of subject-matter alone will not insure success in the teacher. She must know the child and the relation she bears to the child and of the child to the State. The teacher deals with the growing mind, whose very growth and individuality render a chart of the teaching process an impossibility.

The scientific knowledge of subject-matter finds its intelligent interpretation in a knowledge of the thing the school must attempt to do—hence, the importance to the teacher of a knowledge of the aims of education. This demand upon the teacher makes it necessary for the normal school to provide adequate instruction and practice in method. Closely related to the course in Methods comes the History of Education, in which the student is taught to profit by the experiences of the past. Associated with these courses come those of Child Study, Principles of Education, Psychology, School Administration, and others.

If a knowledge of these subjects is so essential in the equipment of the teacher, why should they not be placed upon an equal footing with Latin, Greek, Higher Mathematics, etc., in measuring scholarship? Why has Greek any more value than Psychology in measuring a teacher's scholarship? Which will serve her supreme purpose best? Are we not requiring a high standard of scholarship in the normal school when we insist that every subject in the normal school course be taught thoroughly and scientifically? Is not a truly scientific knowledge of Geography as much a unit in scholarship as the study of Geology or Biology?

One of the best possible solutions of this important problem is the union of the professional training of the normal school with the regular academic work of a college or university. This is the plan in operation at the State Normal College, where students in the Normal College rank in scholarship with the best students in the College of Liberal Arts. There can be no lowering of standards here. Prominent educators have pronounced the plan the best yet devised to insure a high-grade scholarship in the teacher.

The State Normal College.

THE State Normal College of Ohio University owes its existence to a provision of the Seese Normal School Law, passed by the General Assembly of Ohio, March 12, 1902. Section 2 of said law requires the Board of Trustees of Ohio University to organize "A Normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching." The law provides for a similar school at Miami University. Section 3 of the same law creates a fund for the support of the "Normal School" of Ohio University, amounting to about \$38,000 per annum.

THE BOARD OF TRUSTEES of Ohio University decided that the Normal School to be established in connection with Ohio University should be styled "The Normal College of Ohio University." This school was opened for the reception of students September 8, 1902. At that time every department of the Normal College was ready for the reception and instruction of students. During the collegiate year ending June 18, 1903, 117 students enrolled in Normal College classes. During the Summer Term which followed more than 400 teach-

ers enrolled in the Normal College classes, making a total of more than 500 different students who enrolled during the first twelve months in the history of the Normal College. This is more than twice as many students as ever before enrolled in a state normal school during its first year. During the sixty-four years in the history of normal-school training in the United States no better showing was ever made by any state. Ohio was late in falling into line in the adoption of a policy for the training of teachers, but the record of the first year in the history of our state normal schools shows that the educators of Ohio are warm supporters of the policy adopted and that the teachers of Ohio are anxious to profit by the superior training offered.

THE COURSES OF STUDY.—The standard for admission to the regular Normal College classes is graduation from a First-Grade high school, or equivalent scholarship. As this standard would cut out many worthy teachers who wish to prepare themselves for more efficient service, a course of study of preparatory grade has been provided for those who cannot reach regular college entrance requirements. To this preparatory course of three years is added a course of two years of collegiate work, making a five-year course for those who wish to prepare for work in elementary schools. For graduates of First-Grade high schools a two-year collegiate course is provided, covering almost the same subjects as the last two years of the five-year course. These two courses in Elementary Education are designed to fit teachers for efficient services in the elementary schools, that is, the country schools, village schools, and all grades of the city schools below the high school. Each of these two courses leads to a Normal College diploma but not to a college degree. For those who desire to take a four-year collegiate course "The Course in Secondary Education for High-Schools Graduates"

is designed to meet their needs and to prepare especially for teaching in high schools. For those who desire to prepare for work in supervision a special four-year collegiate course is provided. Each of these courses in Secondary Education leads to the bachelor's degree. College graduates who wish to make special preparation for teaching are permitted to select professional studies covering a year's work, on completion of which the degree of Bachelor of Pedagogy will be granted. It will thus be seen that the needs of all grades of teachers have been carefully considered and are adequately provided for.

ADMISSION REQUIREMENTS.—A Patterson diploma will admit a student to the five-year course in Elementary Education. Persons holding teachers' certificates will be admitted to this course, such certificate excusing them from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography. These subjects may be taken during the second and third years in addition to the studies scheduled for those years. Students who have completed one or more of these subjects in a high school or in any other reputable institution may be excused from such studies. Graduates of high schools of Second and Third grades will be admitted to this course and be given rank according to the studies satisfactorily completed in such high schools. The first three years of this course are of Preparatory Grade and no college credit will be given for work covered only by this portion of the course. All the work of the fourth and fifth years of this course is of college grade and such work completed will entitle the student to full college credit on other regular college courses. A graduate of a high school of First-Grade may enter this course at the fourth year and complete it in two years, although he is advised to take the two-year course provided for high-school graduates.

Graduates from high schools of the First-Grade can enter the Freshman class of the State Normal College without examination. This applies to the two-year course in Elementary Education as well as to both four-year courses in Secondary Education.

HIGH-SCHOOL GRADUATES who present credentials for a year's satisfactory work in General History will not be required to take History of Greece, History of Rome, or History of England. It is acknowledged that nearly all high schools of the First-Grade offer courses of study fully the equivalent of the preparatory course above referred to. In giving freshman rank to such high-school graduates who have completed either a Classical, Scientific, or English Course, liberal substitution is allowed.

CREDITS FROM OTHER SCHOOLS.—Prospective students who have taken work in other institutions are requested to present certificates of credits from such school or schools, such statements showing the subjects pursued, the time devoted to each, and, if possible, the text used. Graduates of high schools should present a certificate from the superintendent or high-school principal covering these points. Blanks for this purpose may be obtained by addressing the Dean of the Normal College. Credits are accepted from all reputable institutions.

TRAINING FOR TEACHING.—It is the special purpose of the State Normal College to provide such instruction and training as will best qualify teachers for their duties. Normal schools find their greatest responsibility in the training of teachers for the elementary schools. Statistics show that fifteen out of every sixteen of the teachers required for the public schools of this country are elementary teachers. In Ohio the ratio is thirteen to one. Nearly one-half of the elementary teachers of Ohio are to be found in the multi-graded or country schools, where the tenure of service is least secure. It is safe to say that the State needs twenty times

as many new elementary teachers each year as high-school teachers. While it is the purpose of the State Normal College to make ample provision for those who are preparing for work in the high schools, it is plainly the duty of the school to make ample provision for the great body of elementary teachers needed for our schools. Not only must this training provide ample instruction in the theory of education, but the practical application of this theory must be demonstrated to the student by skillful teachers in charge of real rather than ideal children.

THE MODEL SCHOOL.—Special stress is placed upon the practical training given the student in the Model School of the State Normal College. Here the student is taught to observe the work of skillful teachers in teaching and in managing children who compose a public school which is precisely like the public school the student will be required to teach when he or she goes into actual service. The student not only observes correct teaching by skillful instructors, but is also required to teach in the presence of these same instructors. The Board of Education of Athens has set apart a certain portion of the Village of Athens as the "University District," and all the children of school age residing in this portion of Athens, who would otherwise attend the corresponding grades in the public schools, attend the Model School. This is in every sense a free public school, containing pupils of all grades of ability and supplying actual conditions such as would be expected in every community. This training in the Model School consists of courses in Observation, in Methods, and in Teaching.

TEACHING.—In this connection it should not be forgotten that the Training School of any institution devoted to the training of teachers is to such school what the moot court is to the law school, or the laboratory is to the scientist. In the Normal College of Ohio University, students are not only

instructed in the theory of education but are required before graduation to teach not less than 115 hours under the skillful direction of those who understand how to apply the fundamental principles underlying the teaching process. It is conceded by all leading educators who have given the subject of the training of teachers careful attention that the practice school is absolutely essential. It is one thing to know what others would have you do, but it is altogether a different thing to know how to do it.

PROFESSIONAL INSTRUCTION.—A careful examination of the several courses of study will reveal the fact that ample stress has been placed upon the importance of professional instruction. The man who wishes to become a lawyer is required to make a special study of law and the practice of the same. This knowledge he must have in addition to a broad general knowledge of language, science, mathematics, history, and other academic and cultural subjects. To become a teacher one should be thoroughly familiar with such subjects as the History of Education, Principles of Education, Educational Psychology, Child Study, General Method, Special Methods, and School Administration. In the two four-year courses these professional studies constitute about one-fourth of the work required of the student, or 617 hours out of 2,500 hours. A careful investigation of the courses of study in all the leading normal schools and teachers' colleges of the United States reveals the fact that this ratio between professional studies and other recognized college subjects is maintained by the best professional schools in this country. At Leland Stanford Junior University exactly one-fourth of the course must be taken in the Department of Education; at the University of California it is one-fifth; at the University of Indiana candidates for the degree of A. B. in Education are required to elect 45 hours of professional work out.

of each 180 hours, or exactly one-fourth; and at Columbia University the requirements are about the same. At Ypsilanti and at the State Teachers' College at Albany the proportion of professional work is a little higher.

OPINIONS ON THE COURSES OF STUDY.—It will doubtless be of interest to schoolmen to know something of the scope of the several courses of study offered and the recognition accorded these courses of study by the leading educators of this country who have devoted most time and study to the training of teachers. Copies of a preliminary draft of these courses of study were sent to one hundred and ten leading normal-school, college, and public-school men in the United States, distributed over almost every state in the Union and representing nearly one hundred institutions. Accompanying each copy of the courses was a personal letter from the Dean of the Normal College asking for criticisms and suggestions. Many of these men responded promptly, and a majority of them at length, offering criticisms, raising questions as to the wisdom of certain provisions in the courses, etc., but many of them had nothing but words of approval to offer. Many suggestions thus received were incorporated when local conditions and the needs and demands of Ohio could be best served by so doing. Some of the suggestions received fell wide of the mark because of a lack of knowledge of conditions. The general tone of all replies indicated a universal interest in the plan. Many were the expressions of surprise at the long delay of the State in establishing state normal schools. Many were the expressions of commendation and gratification at the high standard set for the training of teachers at Ohio University. Below are appended a few extracts from these letters:

Dr. Charles DeGarmo, Department of Education, Cornell University. Ithaca, New York, says: "I like your general scheme very much indeed.

You have a good provision for graduates of the district schools, also a distinctly different one for those who have graduated from a high-school and for those who have done the academic work of the college. You are certainly to be congratulated in Ohio upon the fact that though your normal-school training comes late, *it comes in one of the best forms possible.* In my opinion, the normal school of the future must change somewhat radically from what it is at present, and I know of no other single influence that will be so powerful as to have this training associated with the regular academic work of a college or university."

Dr. William W. Parsons, President of the Indiana State Normal School, at Terre Haute, says: "They are certainly well organized to meet the needs of the different classes of students who are preparing to be teachers. It is all-important that teachers ground themselves well in the common branches, and I notice that your courses provide well for this."

Dr. W. N. Hailman, of Boston, who is one of the foremost authorities on pedagogical subjects, writes: "I have looked with interest over your courses of study in the State Normal College and beg to congratulate you and your students upon the breadth and thoroughness of the work offered."

Dr. Charles R. Skinner, State Superintendent of New York, says: "I am very favorably impressed with the details of work which you present in the different courses of study of your State Normal College."

Dr. Homer H. Seerly, President of the Iowa State Normal School, at Cedar Falls, expresses himself briefly thus: "The outline of the courses promises very large and prominent features for educational instruction."

Dr. Francis J. Cheney, President of the State Normal School, of Cortland, New York, says: "I am favorably impressed with your courses of study."

I am especially pleased with the amount and arrangement of professional work which you require."

Dr. C. C. Van Liew, President of the California State Normal School, at Chico, says: "I should call the academic and professional work strong and well arranged."

President Z. X. Snyder, of the Colorado State Normal School, at Greeley, writes: "It seems to me that if you can get these courses all worked out and get the people of Ohio enthused upon the necessity of having preparation before commencing to teach, that you can build up a great institution in the way of a Normal School and Teachers' Normal College at Athens."

Dr. Paul Monroe, Department of Education, Teachers' College, Columbia University, in a letter to Dr. Nicholas Murray Butler, who is President of Columbia University, says: "I have examined the course of study quite carefully and find it a very excellent one so far as the paper presentation of it is concerned. This is especially true of the four advanced courses."

Dr. Nicholas Murray Butler himself writes as follows: "One thing that occurs to us is that the work seems to be organized as it would be in a university where the number of students pursuing the subject is very great. It would seem to us that it would probably be more effective to give students more concentrated training on the elementary side of the general subject of education."

Dr. Alfred Bayless, State Superintendent of Public Instruction of Illinois, writes: "I should think the courses of study comprehensive enough to furnish excellent training for teaching to all classes of students. Your plan of discrimination whereby courses are adapted to the different degrees of preparation appeals to me strongly."

ADJUSTMENT IN COURSES OF STUDY.—After a careful study of the needs of our State it was seen

that it would be necessary to make provisions for several classes of teachers and prospective teachers with different degrees of preparation. This conclusion took shape in the formulation of five courses of study, four of which are wholly collegiate, and one, the Five-Year Course, is both preparatory and collegiate, the last two years being wholly collegiate. In this connection it should be noted that all collegiate studies not professional are provided for by the regular university courses in other departments.

A careful examination of all the leading state normal schools in this country shows that the courses of study of the State Normal College rank as high as any in the Union and much higher than all but those in a few — not to exceed a score of schools, including the State Teachers' College at Albany, the Michigan State Normal School at Ypsilanti, the Wisconsin State Normal at Milwaukee, and the California State Normals at San Francisco and Los Angeles.

THE STANDARD OF ADMISSION.—Taking the standard of admission to the normal college as a basis of comparison we find that our standard is higher than that of any other state except Massachusetts and Connecticut, in which high-school graduation is required, as here. This is the same standard set by the five state normal schools named above. As our standard is not required *by law*, as in Massachusetts and Connecticut, we can place our school on precisely the same plane touching the matter of admission as the five special state normal schools pointed out above, with the satisfaction that no state normal school in this country has a higher standard of admission than the one at Athens, Ohio. We thus relieve all objectors of any fears on the score of low standard of admission.

But as Ohio University has a Preparatory Department, it was thought wise to reach down for teachers and prospective teachers and bring them

up to the plane of high-school graduation. For this purpose the five-year course in Elementary Education was carefully planned to meet the needs of those who have not had the advantage of high-school training. With our laws governing the certification of teachers remaining as they are in Ohio, it was seen to be necessary and prudent to admit to the Preparatory Department students who hold teachers' certificates or Patterson diplomas. When admitted to this course students are given three years or less of preliminary training before they enter collegiate work, which they pursue two years longer. Only two other states in the Union provide five-year courses of this grade—Wisconsin and Minnesota—but our standard here is a trifle higher than in either of these states. These three states, Ohio, Wisconsin, and Minnesota, are the only states offering a five-year course beginning at graduation from the common schools. New York, Indiana, and a few other states require four years for graduates of common schools, while a majority of the states, such as Pennsylvania, Illinois, Iowa, and others, require but three years. It will be seen, then, that the standard of admission to the course for students from the common schools, or students without high-school training, is no lower than that of the leading states and that the standard of graduation for these students is as high as that of any other state in the Union. But more than that, we offer two years more for the same graduate, during which he completes the regular college course and thereafter receives the bachelor's degree. No state, not even New York, at the Teachers' College at Albany, goes beyond us in that.

OHIO UNIVERSITY.

ORIGIN OF THE UNIVERSITY—The existence of Ohio University was provided for, as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. The founding of the institution was in harmony with the statement found in that part of the Ordinance of 1787 which reads as follows:

“Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”

The Territorial Legislature, January 9, 1802, passed an Act making provisions for the establishment of the University, and its location in the town of Athens. A part of the Act referred to is as follows:

“That there shall be an University instituted and established in the town of Athens—for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions.”

When Ohio first became a state, the first Legislature, by an Act dated February 18, 1804, confirmed the establishment and location of Ohio University. The preamble of this Act contains the following language:

“Whereas, Institutions for the liberal education of youth are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them,” etc.

Not long after this legislative enactment, Ohio University, through action of its Board of Trustees, appointed by the Governor of the State, began its educational work.

BUILDINGS—The first building, erected in 1817, is the oldest college edifice northwest of

the Ohio. It remains in a good state of preservation and is made serviceable in carrying on the diversified work of the University. The Normal College Building, now nearing completion, makes the sixth building erected to meet the wants of the various colleges and departments of the University. Plans for a Library Building, to occupy a desirable location in the southwest corner of the campus, have been prepared and accepted. This building will be modern and attractive in its make-up and will afford ample library facilities for years to come.

LIBRARY—The Library contains about 17,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are not only useful for references, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy and the history of education. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books and all the periodicals, is accessible at all times. The reading of well-chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS—The departments of Mathematics, Astronomy, Physics, Chemistry, Biology and Electrical Engineering are well equipped with valuable apparatus, which is put at the per-

sonal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon that a student really enters upon possession of his knowledge only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

RELIGIOUS INFLUENCES—Students are required to be present at general exercises in the chapel every morning, unless excused by the faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A student's prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments.

Both the Y. M. C. A. and the Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with these organizations and does all that is possible to aid them in their work.

FEES—There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of five dollars per term. Instruction in instrumental music and voice culture and in some branches named in the courses of the Commercial College requires an additional fee which is in all cases very reasonable.

The fee in Music includes the registration fee of five dollars.

The fees named are for *each* of the three terms of the college year. In all branches of musical instruction two lessons per week are given. Instruction in Drawing and Vocal Music, in classes, is free to all students whose registration fees have been paid.

The regular fee in Chemistry and Electrical Engineering is one dollar per term to cover the cost of materials used. To this should be added a small charge for breakage—to careful students not more than a few cents. After the second term in Chemistry the regular fee is two dollars per term.

ADMISSION OF STUDENTS.--Ohio University recognizes, and gives full credit to, the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the University or the State Normal College *without examination*, ample opportunity being given them to make up required work in which they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.

In all cases where students seek to enter any of the colleges or departments of the University, *without examination*, a "Certificate for Admission," stating the subjects satisfactorily passed in the high-school course and signed by the local superintendent of schools or principal of the high-school, must be presented. Certificates, enabling prospective students to comply with the conditions herein stated, will be sent to all applying for them.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for men.

EXPENSES.—Board can be obtained within a reasonable distance of the University at \$3.25 per week. By forming clubs, students may board at from \$1.75 to \$2.25 per week. Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given:

LOWEST.	HIGHEST.
Registration fee.....\$15 00	Registration fee.....\$ 15 00
Board in clubs, average.... 80 00	Board in private family.. 140 00
Room..... 20 00	Room..... 80 00
Books..... 10 00	Books .. 15 00
\$125 00	\$200 00

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the Literary Societies, the Athletic Association, and subscription to the college paper, "THE MIRROR." The additional charges for students who take electives in Chemistry and for the special class in Electricity are elsewhere noted.

COURSES OF STUDY.—Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The classical course, in fullness and matter, will compare favorably with that of the best institutions. The philosophical course is so arranged as to meet the wants of those who may prefer to study mod-

ern languages and English branches instead of Greek, for which French, German, and English are substituted. In the scientific, prominence is given to Mathematics and the Physical Sciences.

The Normal College courses are intended to fit students for the profession of teaching.

DEGREES.—The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) is conferred upon students who have completed any one of the four courses.

The Master's degree (A. M., Ph. M., M. S., or M. Ped.) will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, and have, in addition, furnished a thesis after one year's work in residence.

LITERARY SOCIETIES.—There are two literary societies in the University, the Athenian and the Philomathean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

GYMNASIUM.—The University has a large gymnasium which has already been equipped with considerable apparatus, and the supply is being increased from time to time. The dressing-rooms are supplied with large lockers for clothing and with hot and cold shower baths. The use of the baths and the gymnasium is free to students. In the conduct of the gymnasium the aim is not so much the development of a few gymnastic experts as the provision of wholesome exercise for the many. For this purpose regular instruction in light gymnastics is given for both ladies and gen-

tlemen. Thirty hours' credit toward graduation is given for one year's class work.

COLLEGES AND AFFILIATED INSTITUTIONS.—The University now has a Faculty of thirty-nine members and includes

The College of Liberal Arts
The State Normal College
The Commercial College
The College of Music
The Department of Electrical Engineering
The Department of Drawing and Painting
The State Preparatory School
The Cincinnati College of Dental Surgery
(231-233 West Court St., Cincinnati, O.)
The Cincinnati College of Pharmacy
(614-618 West Court St., Cincinnati, O.)

REVENUE AND STUDENT ATTENDANCE.—The total annual revenue of Ohio University is something over \$80,000. The enrollment of different students, all colleges, save the affiliated ones, for the college year ending June 18, 1903, was 551.

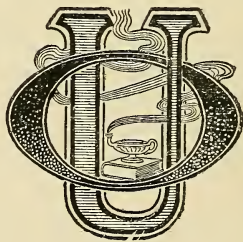
SUMMER SCHOOL.—The growth of the Summer School in efficiency and student attendance is most encouraging. This school is now a well-established feature of University work. The following summary of student attendance for the last six years is interesting and suggestive:

YEARS.	NO. STUDENTS.
1898	52
1899	61
1900	65
1901	102
1902	238
1903	420

The Summer School for 1904 will open Monday, June 20th, and close Friday, July 29th, thus covering a term of six weeks. Important and necessary additions will be made to the corps of instructors. Subjects of instruction not heretofore scheduled, but desirable as shown by experience, will be taught. The best that can be secured

in the way of teaching service will be employed upon a thorough review of the common-school and high-school branches.

The Training School will be in session and its practical work will be extended. Local accommodations will be ample to meet all demands and necessary expenses will be brought to a minimum. Reception committees will be at all incoming trains to welcome students and assist them in getting desirably located. Good as the Summer School has been in the past, there is no hesitation on the part of the University management in promising a better and a wider range of work for the future.



THE STATE NORMAL COLLEGE

...OF...

OHIO UNIVERSITY

FACULTY *

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
*Dean of the Normal College, and Professor of
School Administration.*

FREDERICK TREUDLEY, A. B.,
Professor of Educational Methods.

OSCAR CHRISMAN, A. M., PH. D.,
Professor of Paidology.

FRANK P. BACHMAN, A. B., PH. D.,
Professor of the History of Education.

EDSON M. MILLS, A. M., PH. M.,
Professor of Mathematics.

EMMA S. WAITE,
Principal of the Model School.

CORNELIA I. GASKELL,
Instructor in Drawing,

LILLIE A. FARIS, AMY M. WEIHR, PH. M.,
Critic Teachers.

* The instructors named above teach exclusively in Normal College classes. Members of the University Faculty have work in the Normal College, of a nature indicated by the University Departments with which they are connected.

 Send for University Catalogue.

COURSES OF STUDY

OF THE

STATE NORMAL COLLEGE

..OF..

OHIO UNIVERSITY

The "Course in Elementary Education" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of the State Normal College of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant being excused by the Dean of the Normal College; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively. The first three years of this course are of Preparatory Grade, and no college credit will be given for work covered only by this portion of the course, except such work as may be scheduled in one or more college courses. All the work of the fourth and fifth years is of college grade and such work completed will entitle the student to full college credit on any other regular college course. A graduate of a high school of First Grade

may enter the course at the fourth year and complete it in two years, although he is advised to take the two-year course provided for High-School Graduates. Should the student of this course desire to take a foreign language (Latin, Greek, German, French, or Spanish) substitutes for studies in this course may be made under the following requirements:

(1) Those electing Latin must continue this language for three years, and may begin it in the first, second, or third year.

(2) Those electing Greek must continue this language for two years, and may begin it in the second, third, or fourth year.

(3) Those electing German must continue this language for two years, and may begin it in the third or fourth year.

(4) Those electing French must continue this language for one year, and may begin it in the fourth or fifth year.

(5) Those electing Spanish must continue this language for one year, and may begin it in the fourth or fifth year.

In this connection it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and a few other preparatory studies are given *each term*, although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice work in the Model School.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

Course in Elementary Education

(For Graduates of Common Schools)

First Year

FALL TERM—Grammar, 4; Physical Geography, 4; U. S. History, 3; Arithmetic, 5; School Drawing, 2 (4); School Music, 2 (4).

WINTER TERM—American Literature, 5; Political and Commercial Geography, 4; U. S. History, 4; School Drawing, 2 (4); School Music, 1 (2).

SPRING TERM—American Literature, 5; Penmanship, 2; Civics, 5; Rhetoric and Composition, 4 (5); School Drawing, 2 (4); School Music, 2 (4).

Second Year

FALL TERM—History of Greece, 5; Algebra, 5; Physiology and School Hygiene, 5; Advanced Reading, 5.

WINTER TERM—History of Rome, 5; Algebra, 5; Botany, 5; Hand-Work, 5.

SPRING TERM—History of England, 5; Algebra, 5; Botany, 5; Elementary Pedagogy, 3 (5), or Elementary Mythology, 3; School Drawing, 2.

Third Year

FALL TERM—English Literature, 5; Physics, 5; Descriptive Astronomy, 5; Elementary Psychology, 5.

WINTER TERM—English Literature, 5; Physics, 5; Introduction to Principles of Education, 3; Primary Methods, 5; Orthography, 2.

SPRING TERM—Advanced Grammar, 3 (5); Plane Geometry, 5; Rhetoric, 5; Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3.

Fourth Year

FALL TERM—U. S. History, 4; Chemistry, 4; Solid Geometry, 4; Paidology (Childhood), 3 (4); Methods in Reading and Composition, 2 (3).

WINTER TERM—U. S. History, 4; Chemistry, 4; Paidology, (Boys'hood), 4; Methods in Geography and Science, 5.

SPRING TERM—European History, 3; English Literature, 3; Advanced Arithmetic, 4 (5). Paidology (Youth), 3; Methods in History and Mathematics, 3.

Fifth Year

FALL TERM—College Rhetoric, 3; Ethics, 3. Political Economy, 2; Science of Education, 3; Elementary Course of Study, 3; Teaching.

WINTER TERM—English Literature, 4; Sociology, 3; Political Economy, 2; Zoology, 2; History of Modern Education, 4; Teaching.

SPRING TERM—Zoology, 4; Advanced Psychology, 3; School Administration and School Law, 3; Comparative Study of Elementary Schools (Foreign and Domestic), 4; Paidological Laboratory, 1; Teaching.

The plain figures denote the number of hours of credit and the figures in parentheses the number of hours of work to be given to the subject.

Course in Elementary Education

(For Graduates of High Schools)

First Year

FALL TERM—U. S. History, 4; Solid Geometry, 3 (4); Physiology and School Hygiene, 4 (5); Elementary Psychology, 4 (5); Methods in Reading and Composition, 2 (3).

WINTER TERM—U. S. History, 4; Hand-Work, 3 (4); Introduction to Principles of Education, 2 (3); Primary Methods, 4 (5); Methods in Geography and Science, 4 (5).

SPRING TERM—Advanced Arithmetic, 4 (5); Advanced Grammar, 3 (5); Elementary Agriculture (Nature Study), 4; Introduction to Principles of Education, 3; Methods in History and Mathematics, 3.

Second Year

FALL TERM—English Literature, 3. Ethics, 3; Paidology (Childhood), 5; Science of Education, 3; Elementary Course of Study, 3. Teaching.

WINTER TERM—English Literature, 3; Sociology, 3; Zoology, 2; Paidology (Boysgirlhood), 4; History of Modern Education, 4; Teaching.

SPRING TERM—Zoology, 4; Advanced Psychology, 3; Paidology (Youth), 3; Comparative Study of Elementary Schools (Foreign and Domestic), 4; Teaching.

An equivalent of five hours of teaching for two terms,

minimum 115 hours, will be required of all students, unless successful experience as a teacher will justify the Dean of the Normal College in reducing this amount. The teaching may be done in such terms as approved by the Principal of the Model School. In counting the credit on a complete college course, the actual amount of teaching in the Model School, not to exceed 125 hours, will be allowed. Each hour of teaching will represent at least two hours of additional work in preparing lessons, lesson plans, and criticisms.

NOTES.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course, subject to the approval of the Dean of the Normal College.

Students of this course who have not had satisfactory training in Drawing and Music will be required to take at least brief courses in Public-School Drawing and Sight Reading, together with the methods of teaching Drawing and Music in the public schools.

Opportunities will be offered for reviews in the Common Branches in addition to the classes scheduled.

DIPLOMA.

Those who complete either of these courses in "Elementary Education," will be granted a State Normal College Diploma, and will be able to complete the Course in "Secondary Education," or the "Course in Supervision," by two years of additional work, these latter courses leading to the degree of Bachelor of Pedagogy, the equivalent in scholastic value of any of the Bachelor's degrees.

Course in Secondary Education

(For Graduates of High Schools)

REQUIRED SUBJECTS

Freshman Year

FALL TERM—Botany, Chemistry, or U. S. History, 4; Solid Geometry, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

WINTER TERM—U. S. History or Chemistry, 4, or Zo-

ology, 2; Algebra, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

SPRING TERM—U. S. History, Chemistry, or Zoology, 4; Plane Trigonometry and Surveying, 4; A Foreign Language, 4; School Drawing, 2.

Sophomore Year

FALL TERM—History of Ancient and Medieval Education, 4; Ethics, 3; School Drawing, 1.

WINTER TERM—History of Modern Education, 4; Sociology, 3; School Drawing, 1.

SPRING TERM—History of Education in the United States, 3; School Administration and School Law, 3; Paidological Laboratory, 1; School Drawing, 1.

Junior Year

FALL TERM—Psychology, 3; Paidology (Abnormal Child), 3; Principles of Education, 3; Methods and Observations in English and History, 3.

WINTER TERM—Psychology, 3; Paidology (Uncivilized Child), 3; Principles of Education, 3; Methods and Observations in Greek, Latin, and Modern Languages, 3.

SPRING TERM—History of Philosophy, 4; Paidology (Historical Child), 3; Methods and Observations in Physics, Chemistry, and Biology, 3.

Senior Year

FALL TERM—Comparative Study and Theory of Secondary Education, 4; Thesis, 1; Teaching.

WINTER TERM—The Secondary Course of Study, 2; Thesis, 1; Teaching.

SPRING TERM—Thesis, 1; Teaching.

NOTE—Beginning with the Sophomore Year the student will elect additional subjects from regular college courses to make a total of 17 hours per week.

Course in Supervision

(For Principals and Superintendents)

REQUIRED SUBJECTS

Freshman Year

FALL TERM—U. S. History, Chemistry, or Botany, 4; Solid Geometry, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

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WINTER TERM—U. S. History or Chemistry, 4, or Zoology, 2; Algebra, 4; A Foreign Language, 4; Political Economy, 2; English, 3.

SPRING TERM—U. S. History, Chemistry, or Zoology, 4; Plane Trigonometry and Surveying, 4; A Foreign Language, 4; Elementary Agriculture (Nature Study), 4.

Sophomore Year

FALL TERM—History of Ancient and Medieval Education, 4; Ethics, 3.

WINTER TERM—History of Modern Education, 4; Sociology, 3; Primary Methods, 4.

SPRING TERM—History of Education in the United States, 3; School Management and School Law, 3; Paidological Laboratory, 1.

Junior Year

FALL TERM—Psychology, 3; Paidology (Abnormal Child), 3; Principles of Education, 3; Methods of Observation, 3.

WINTER TERM—Psychology, 3; Paidology (Uncivilized Child), 3; Methods and Observations, 3.

SPRING TERM—History of Philosophy, 4; Paidology (Historical Child), 3; Methods and Observations, 3.

Senior Year

FALL TERM—Elementary Course of Study, 3; Foreign School Systems, 3; Thesis, 1; Teaching.

WINTER TERM—Secondary Course of Study, 3; Domestic School Systems, 3; School Hygiene and School Architecture, 3; Thesis, 1; Teaching.

SPRING TERM—Supervision and Criticism, 3; Thesis, 1; Teaching.

NOTES.

This course is open to high-school graduates, or those having equivalent education, and who have had at least two years of experience in teaching.

Those who desire to take Music or Drawing, or both, will be permitted to elect such from the other courses.

There will be required but two terms' work in Methods and Observations, such work being elected from the Course in Elementary Education and Secondary Educa-

tion as meets with the approval of the Professor of Methods.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time. (See note following "Course in Elementary Education for high-school graduates.")

The elective work in a department may be substituted for the required work of that department, subject to the approval of the Dean of the Normal College, the Head of the Department involved, and the Faculty.

There shall be elected additional studies sufficient to make the total at least 17 hours per week, such to be taken from the electives in this course and from the work of the other Colleges of the University.

Credit will be given on this Course of Study for equivalent work completed in other reputable institutions.

A One-Year Course

(For College Graduates)

NOTE—Students will select not less than 17 hours a term from the following:

FALL TERM—Elementary Course of Study, 3; History of Ancient and Medieval Education, 3; Paidology, 3; Principles of Education, 3; Methods and Observations, 3; Comparative Study and Theory of Secondary Education, 3; Foreign School Systems, 3; Problems in the Principles of Education, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

WINTER TERM—Secondary Course of Study, 2; History of Modern Education, 3; Paidology, 3; Principles of Education, 3; Methods and Observations, 3; Domestic School Systems, 3; Sources in the History of Education, 3; School Hygiene and School Architecture, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

SPRING TERM—Supervision and Criticism, 3; History of Education in the United States, 3; Paidometry, 3; Meth-

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ods and Observations, 3; School Management and School Law, 3; Paidology (Youth), 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

NOTES.

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Seventeen hours per week each term is the minimum required. Additional hours may be elected, subject to the approval of the Faculty.

The work in Paidology will be elected from the other Courses of Study, such as meets with the approval of the head of the Department. See Paidology in the other Courses of Study.

The work in Methods and Observations will be selected from the other Courses of Study, such as may suit the needs of the individual student, by the Professor of Methods. See Methods and Observations in other Courses of Study.

Electives may be substituted for required subjects under the regulations governing such cases.

Students shall elect the grade of practice teaching desired under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching is required, but those who are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

THE COMMERCIAL COLLEGE

... OF ...

OHIO UNIVERSITY

FACULTY *

ALSTON ELLIS, PH. D., LL. D.,
President.

CHARLES M. COPELAND, B. Ped.,
Principal and Instructor in Accounting and Commercial Law.

MABEL K. BROWN, PH. B.,
Instructor in Stenography and Typewriting.

MINNIE FOSTER DEAN,
Instructor in Typewriting.

NEIMAN R. CUNIOUS,
Instructor in Penmanship.

* The required work in English, Modern Languages, Economics, Mathematics, Science, and History will be taken in the regular University classes.

Development of Commercial Work

... IN ...

OHIO UNIVERSITY

This institution began in 1893 to offer courses in commercial studies. The increasing demand for this line of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training, were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career even after they had made a good record in their commercial studies. This experience taught that larger provision should be made for the general culture of young people preparing for business pursuits; and the Commercial College of the University was organized in '02 with a course of study covering four years of required work, of which two years are preparatory and two collegiate. The results of the first year's work, under the new plan and extended course, have been very encouraging. One hundred different students were enrolled in the commercial classes in the year. The greater part of these students were high-school graduates, teachers, and collegiate students to whom a strong course very naturally appeals.

Commercial Course**Preparatory****FIRST YEAR****First Term**

Elementary Rhetoric,	(5)
Physical Geography,	(5)
U. S. History,	(3)
Beginning Algebra,	(5)
Drawing,	(1)

Second Term

American Literature,	(5)
U. S. History,	(3)
Algebra,	(5)
Elementary Physiology,	(5)
Drawing,	(1)

Third Term

American Literature,	(5)
Civil Government,	(5)
Algebra,	(5)
Botany,	(5)
Drawing,	(1)

SECOND YEAR**First Term**

Elementary Physics,	(5)
English Literature,	(5)
Greek History,	(5)
Elementary Psychology,	(5)

Second Term

Elementary Physics,	(5)
English Literature,	(5)
Roman History,	(5)
Commercial Geography,	(5)

Third Term

Advanced Rhetoric,	(5)
Plane Geometry,	(5)
History of England,	(5)
Commercial Arithmetic,	(5)

Collegiate**FIRST YEAR****First Term**

Accounting,	(5)
Freshman English,	(3)
Freshman U. S. History,	(4)
A Modern Language,	(5)
Penmanship,	

Second Term

Advanced Accounting,	(5)
Freshman English,	(3)
Freshman U. S. History,	(4)
A Modern Language,	(5)
Penmanship,	

SECOND YEAR**First Term**

Corporation Accounting,	(3)
A Modern Language,	(4)
Political Economy,	(2)
Stenography,	(5)
Typewriting,	

Second Term

Commercial Law,	(3)
A Modern Language,	(4)
Political Economy,	(2)
Stenography,	(5)
Typewriting,	

Third Term		Third Term	
Office Practice,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. History,	(4)	Money and Banking,	(3)
A Modern Language,	(4)	Stenography,	(5)
Penmanship,		Typewriting,	

Substitutions in the above course may be made upon the consent of the Faculty.

Description of Work.

Those studies in the course which are not mentioned below are outlined in the general catalogue which will be sent upon request to interested persons.

ACCOUNTING.—Five recitations per week for two terms. Beginning classes are formed each term and complete Budgets A and B of the Sadler-Rowe System, with supplementary exercises. The second term classes complete the wholesale, six-column journal, commission, and banking sets from the Goodyear-Marshall Theory of Accounts, and the Voucher set from Sadler-Rowe. It is the aim of this course to give the students a wide acquaintance with business methods and to secure proficiency in opening and closing books, journalizing, rendering statements, tracing errors, analyzing accounts, and drawing business papers. The work of these two terms prepares students to meet the usual requirements of teachers in High Schools.

OFFICE PRACTICE AND BANKING.—Five recitations per week for one term and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances, collections, making settlements, and adjusting accounts, carried

on with a number of advanced students in other cities, each one anxious to maintain a good record for his school, must certainly develop a high grade of efficiency in all the student's work.

The commission, wholesale and retail offices, and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions in such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager.

COMMERCIAL LAW.—Three hours per week in the Winter and Spring terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, bailments, sales and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

CORPORATION ACCOUNTING.—Three hours per week in the Fall term and open to students who have had the required work in Theory of Accounts. This is a course in the organization, management, financing, and accounting of corporations.

STENOGRAPHY.—In the business and professional world of today there is a constantly increasing demand for good stenographers. It is the aim of this department to fit young people to meet this demand. The instruction is arranged with a view to thoroughness, and special attention is paid to the elementary principles of the subject, as it is believed that only in this way can good results be obtained. The course covers three terms, or ten months of five recitations per week, but students

may complete it in less time if they have the ability to do so. Beginning classes are formed every term.

While the demand for stenographers is increasing every year, the standard of proficiency is steadily rising. In order to obtain and hold a good position the stenographer must be able not only to take notes rapidly and accurately, but to transcribe them intelligently. No person whose education in English is deficient is prepared to do this, no matter how great his skill as a stenographer. The courses in English in the University are open to all students in stenography without extra charge, and those who need instruction in English branches should avail themselves of the opportunities offered.

TYPEWRITING.—The student's first efforts are directed to acquiring a command of the keyboard by the touch method. This is followed by practice leading to high speed in writing. All kinds of business and legal forms are studied, and as soon as possible the student is required to transcribe his notes taken from dictation. Throughout the entire course daily drill is given in spelling, capitalization, and punctuation.

PENMANSHIP.—Students in the Commercial course who do not write a good hand are required to take regular instruction. The constant aim in all exercises is to develop plain writing with an easy, rapid movement. Ornamental work will be given to advanced students who desire it.

ADMISSION.—Students wishing to take the Commercial Course will receive credit for whatever work they may have done elsewhere, provided they are able to present proper certificates from school authorities, or to pass a satisfactory examination upon entrance. Graduates of high schools having a four-year course will be admitted to the Two-Year Collegiate Commercial Course without condition.

SPECIAL STUDENTS.—Persons wishing to take

only Bookkeeping or Stenography will be admitted as special students, provided their previous education would enable them to pursue these subjects successfully. High-school graduates and those who are competent to pass a teachers' examination, may enter as special students and receive certificates of credit for whatever work they do. Students in the other departments or colleges of the University may elect commercial studies and receive credit to apply on their regular course.

DIPLOMAS.—Diplomas will be granted to those who have completed the full course. Special students who take only a part of the course will receive certificates of credit showing what they have done. Students who have completed the Commercial Course will be granted a degree upon their completion of the additional work leading to that degree.

FEES.—All students pay a registration fee of \$5.00 per term. Besides this, there is an extra fee of \$5.00 each, per term, for Bookkeeping and Stenography. The fee for Typewriting alone is \$2.00 per term. The fee for the diploma is \$3.00.

POSITIONS.—The University does not guarantee positions to graduates in any of the courses. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the Commercial College has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture as well as a knowledge of commercial branches is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent

help, and the young man or woman of good character who completes it will be in demand.

COMMERCIAL TEACHERS.—High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high-school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial course of this College, with a view to high-school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

SPECIAL ADVANTAGES.—Students in the Commercial College have the same privileges in the University library, reading room, literary societies, college associations, and gymnasium as regular students and may enter any of the regular preparatory or collegiate classes without extra charge.

Students in Commercial Classes

1902 - 1903

Advanced Special Students

Alderman, Fred Leslie (Accounting).....	Athens
Bean, Fannie Cozette (Stenography).....	Athens
Brown, Freeman Whitmore (Accounting).....	Logan
Ireland, Burdette B. (Accounting).....	Midland
Riley, Ethel Eleanor (Stenography).....	Guysville
Stickney, Grace May (Stenography).....	Athens
White, Homer (Accounting)	Sugar Grove

Special Course Completed

Alderman, Fred Leslie (Accounting).....	Athens
Anthony, Lizzie Belle (Accounting).....	Union Furnace

Bishop, Robert Francis, Jr. (Accounting and Stenography).....	Athens
Brown, Edward James (Stenography).....	Sugar Grove
Brown, Freeman Whitmore (Stenography).....	Logan
Brown, Milton Maywoud (Stenography).....	Logan
Bryson, Mae Grace (Stenography).....	Glouster
Cooper, Margaret Maude (Stenography).....	Athens
Coultrap, Floyd E. (Accounting).....	Athens
Earhart, Mazie Ada (Stenography).....	Athens
Friel, Mayme Rosa (Stenography).....	New Straitsville
Frost, Helen Ethelwyne (Stenography).....	Athens
Gabriel, Florence Aldine (Stenography).....	Athens
Higgins, Cyrus Dow (Accounting).....	Athens
Ireland, Burdette B. (Accounting).....	Midland
Kirkendall, Emmett Royal (Accounting).....	Athens
Mann, Louise Daisy (Stenography).....	Athens
Mason, Lena Beatrice (Stenography).....	Athens
Mayhugh, Esta Mabel (Accounting).....	Marshfield
Morgan, Thurman Leroy (Stenography).....	Waverly
Mott, Winifred Gertrude (Stenography).....	Pomeroy
Nease, Nannie Louise (Stenography).....	Point Pleasant, W. Va.
Robinett, Amanda Louisa (Accounting and Stenography).....	Albany
Scott, Nelle Rutledge (Stenography).....	Athens
Smith, Blanche Estelle (Stenography).....	Athens
White, Homer (Accounting and Stenography).....	Sugar Grove
Wood, Anna Estella (Accounting).....	Smithfield

Course Unfinished

Bailey, Clara Ashley.....	Athens
Bailey, John Edson.....	Athens
Beard, Ross Collin.....	Centerburg
Bennett, John Madison.....	Nelsonville
Biddle, Mary Lucile.....	Athens
Biddle, Nan Louise.....	Athens
Brown, Ernest.....	Logan
Carr, Arthur Davis.....	Athens
Chambers, Mary Alice.....	Athens
Copeland, Anna Louise.....	New England
Cornwell, Clifford Emerson.....	Athens
Crow Frederick Wilkinson.....	Great Bend
Daft, Ernest.....	Buchtel
Donaldson, Audrey Starr.....	Athens
Earhart, John Douglas.....	Athens
Edmunds, Catherine.....	Youngstown
Fujita, R. Hidesuke.....	Komatsu, Japan
Gallagher, Mayme Gertrude.....	Buchtel
Garber, Mayme.....	Athens
George, Mary Armstrong.....	Hebbardsville

Glazier, Harry Guy.....	Athens
Grant, Norina Lucile.....	Middleport
Gross, Charles William.....	Athens
Groves, Frank Leslie.....	Nelsonville
Harner, Lela Tenni.....	Bellefontaine
Hartford, Pearl.....	New Philadelphia
Hartley, Harry Francis.....	Judson
Hawk, Clara Dell.....	Marshfield
Henson, Clyde Evans.....	Clay
Johnson, Nettie Tabitha....	Athens
Jones, Blanche Harriet....	Glouster
Jones, Edgar Lawrence.....	Parkersburg, W. Va.
Josten, James Mathis.....	Athens
Josten, Walter Conrad.....	Athens
Keeler, Anna.....	Gallipolis
King, J. Strawder.....	Bridgeport, Ill.
Lautenschlager, Rebecca.....	Covington, Ky.
Linscott, Flossie Edith.....	Athens
Liston, May.....	Gallipolis
McClure, Roy Thomas.....	Bloomingsburg
Mills, William Platt.....	Athens
Morrow, Garfield Blaine.....	Claysville, Pa.
Moore, Alethia Elma.....	Athens
Nelson, Frank Blaine.....	Nelsonville
Peters, Homer Hoyt.....	Lockbourne
Phillips, William Richard.....	Athens
Place, Benoni Austin.....	Qualey
Place, Jesse Alfred.....	Qualey
Pond, Dellie Hillis.....	Springfield
Preston, John Herrold.....	Athens
Richardson, Bess Minnie.....	Waverly
Roush, Guy Brown.....	Russells
Shaw, Agnes Jane.....	Covington, Ky.
Shumaker, Clyde Warner....	Seville
Slaughter, Ray Elton.....	Athens
Smith, Thomas Maynard.....	Rutland
Staneart, Addie.....	Flora
Townsend, Mary Allen.....	Athens
Waggoner, Chauncey William.....	Sugar Grove
Walker, Ina Maude.....	Athens
Weidman, James Millard....	Athens
Welch, Philip Johnson.....	Athens
Willock, Eber Clarence.....	Pomeroy
Wolfe, Ned Joseph.....	Athens
Wood, Cary.....	Highland
Zang, Jacob Milton.....	Newport, Pa.

"That commercial, like technical, colleges should thus set up for themselves has undoubtedly some immediate advantages; but the grave disadvantages are equally apparent. It is far healthier for society when young men, who are going into one particular career, can associate at the most impressionable period of their lives with men going into different pursuits."—Prof. W. J. Ashley, in *North American Review*, January, 1903.

"One of the essentials in a business career is a good general education and those who take up a commercial course before having successfully mastered at least the grammar grades in the common school, or some other school of equal grade make a lasting mistake. The commercial should be the finishing and not the preparatory school. It is not my purpose to criticise, but permit me to suggest that any commercial schools or colleges that will admit pupils who have not a good general education, perpetrate a wrong upon themselves, the pupil and business community."—H. W. Battin, before the National Association of Commercial Teachers.

"The primary purpose of a good business department is educational, and if it fails in this it has no place in any school. The ideal business course should be no less liberal, no less educational, than the other school courses. It should no longer be possible to say that the commercial course is the easiest in the school. There should be no easiest course, although it may be true that because one course meets the needs and capabilities of a pupil, it is for him the easiest course."—Director Carlos B. Ellis, in *Education*, June, 1902.

THE STATE PREPARATORY SCHOOL

... OF ...

OHIO UNIVERSITY.

ELI DUNKLE, *Principal.*

This school is designed to prepare students for the regular courses of the College of Liberal Arts. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering one of the higher courses.

Candidates for admission to this school must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic, English Grammar, Elementary U. S. History, and all studies of the courses lower than those which they wish to pursue. Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named above. Students who expect to graduate from the Normal College must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring three years for completion, and each leading to a corresponding course in the College of Liberal Arts. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

Conspectus of Preparatory Courses.

FIRST YEAR—First Term

<i>Classical</i>	<i>Philosophical</i>	<i>Scientific</i>
Beginning Latin..... 5	Beginning Latin..... 5	Beginning Latin..... 5
Rhetoric..... 5	Rhetoric..... 5	Rhetoric..... 5
Physical Geography..... 5	Physical Geography..... 5	Physical Geography..... 5
Drawing..... 1	Drawing..... 1	Drawing..... 1
U. S. History..... 3	U. S. History..... 3	U. S. History..... 3

Second Term

Latin—Rolfe and Dennison..... 5	Latin—Rolfe and Dennison..... 5	Latin—Rolfe and Dennison..... 5
English Literature..... 5	English Literature..... 5	English Literature..... 5
Drawing..... 2	Drawing..... 2	Drawing..... 2
Elocution..... 3	Elocution..... 3	Elocution..... 3
U. S. History..... 5	U. S. History..... 5	U. S. History..... 5

Third Term

Latin—Rolfe and Dennison..... 5	Latin—Rolfe and Dennison..... 5	Latin—Rolfe and Dennison..... 5
English Literature..... 5	English Literature..... 5	English Literature..... 5
Elocution..... 3	Elocution..... 3	Elocution..... 5
Drawing..... 2	Drawing..... 2	Drawing..... 2
Civil Government..... 5	Civil Government..... 5	Civil Government..... 5

Conspectus of Preparatory Courses—Continued

SECOND YEAR—First Term			
<i>Classical</i>		<i>Philosophical</i>	<i>Scientific</i>
Cicero's Orations.....	5	Cicero's Orations.....	5
Beginning Greek.....	5	History of Greece.....	5
History of Greece.....	5	Physiology.....	5
Algebra.....	5	Algebra.....	5
Second Term			
Cicero's Orations.....	5	Cicero's Orations.....	5
Greek—Second Term.....	5	History of Rome.....	5
History of Rome.....	5	Botany.....	5
Algebra.....	5	Algebra.....	5
Third Term			
Cicero's Orations.....	5	Cicero's Orations.....	5
Anabasis.....	5	History of England.....	5
History of England.....	5	Botany.....	5
Algebra.....	5	Algebra.....	5

Conspectus of Preparatory Courses—Concluded

THIRD YEAR—First Term			
<i>Classical</i>	<i>Philosophical</i>	<i>Scientific</i>	
Vergil..... { 5	Vergil..... { 5	Vergil or French..... { 5	
Latin Prose Composition..... {	Latin Prose Composition..... {	Latin Prose Composition..... {	
Anabasis..... { 5	German..... { 5	German..... { 5	
Greek Prose Composition..... {	Elementary Physics..... { 5	Elementary Physics..... { 5	
Elementary Physics..... { 5	English Literature..... { 5	English Literature..... { 5	
English Literature..... { 5			
Second Term			
Vergil..... { 5	Vergil..... { 5	Vergil or French..... { 5	
Latin Prose Composition..... {	Latin Prose Composition..... {	Latin Prose Composition..... {	
Lysias's Orations..... { 5	German..... { 5	German..... { 5	
Greek Prose Composition..... {	Elementary Physics..... { 5	Elementary Physics..... { 5	
Elementary Physics..... { 5	English..... { 5	English..... { 5	
English..... { 5			
Third Term			
Vergil..... { 5	Vergil..... { 5	Vergil or French..... { 5	
Latin Prose Composition..... {	Latin Prose Composition..... {	Latin Prose Composition..... {	
Lysias's Orations..... { 5	German..... { 5	German..... { 5	
Greek Prose Composition..... {	Advanced Rhetoric..... { 5	Advanced Rhetoric..... { 5	
Advanced Rhetoric..... { 5	Plane Geometry..... { 5	Plane Geometry..... { 5	
Plane Geometry..... { 5			

The figure after the name of a study indicates the number of recitations per week in that subject.

COLLEGE OF LIBERAL ARTS

... OF ...

OHIO UNIVERSITY

COURSES OF STUDY*

In the following scheme, the figures in parentheses indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the first three courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments. The course in Electrical Engineering offers no elective work.

Required Subjects for the Degree of Bachelor of Arts

Freshman Year

FALL TERM—Greek (4); Latin (4); Solid Geometry (4); Political Economy (2); Tennyson (3).

WINTER TERM—Greek (4); Latin (4); Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM—Greek (4); Latin (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM—Greek or Latin (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM—Greek or Latin (4); Anatomy (4); Chemistry (4).

SPRING TERM—Greek or Latin (4); Physiology (4); European History (3).

* For names of members of Faculty see Catalogue of University.

Junior Year

FALL TERM—English Literature (4); Psychology (3).

WINTER TERM—Psychology, 3.

SPRING TERM—English Literature (4).

Senior Year

FALL TERM—Advanced Botany or Geology (4).

WINTER TERM—Logic (4); Astronomy (4).

**Required Subjects for the Degree of
Bachelor of Philosophy****Freshman Year**

FALL TERM—Latin (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (4).

WINTER TERM—Latin (4); German (4) Algebra (4); Political Economy (2); Invertebrate Zoology (2).

SPRING TERM—Latin (4); German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM—French (4); Chemistry (4); European History (3); College Rhetoric (3).

WINTER TERM—French (4); Chemistry (4); Anatomy (4).

SPRING TERM—French (4); Physiology (4); European History (3);

Junior Year

FALL TERM—English Literature (4); Psychology (3).

WINTER TERM—Psychology (3),

SPRING TERM—English Literature (4).

Senior Year

FALL TERM—Advanced Botany or Geology (4).

WINTER TERM—Logic (4); Astronomy (4).

**Required Subjects for the Degree of
Bachelor of Science****Freshman Year**

FALL TERM—Chemistry (4); German (4); Solid Geometry (4); Political Economy (2); Tennyson (3);

WINTER TERM—German (4); Algebra (4); Political Economy (2); Chemistry (4); Invertebrate Zoology (2).

SPRING TERM—German (4); Plane Trigonometry and Surveying (4); Invertebrate Zoology (4).

Sophomore Year

FALL TERM—French (4); Trigonometry (4); European History (3); College Rhetoric (3).

WINTER TERM—French (4); Analytical Geometry (4);

SPRING TERM—French (4); Physiology (4); European History (3).

Junior Year

FALL TERM—Physics or Mechanics (4); English Literature (4); Psychology (3).

WINTER TERM—Physics (4); Psychology (3).

SPRING TERM—Physics (4).

Senior Year

FALL TERM—Advanced Botany or Geology (4).

WINTER TERM—Logic (4); Astronomy (4).

Department of Electrical Engineering

... OF ...

OHIO UNIVERSITY

FACULTY

ALSTON ELLIS, PH. D., LL. D.,
President.

ALBERT A. ATKINSON, M. S.,
Professor of Physics and Electrical Engineering.

GEORGE E. McLAUGHLIN,
*Assistant in Electrical Engineering and
Instructor in Shop Work.*

NEIMAN R. CUNIOUS,
Instructor in Mechanical Drawing.

JAMES O. WRIGHT, JR.,
Assistant in Laboratory.

Courses in Electrical Engineering*

PREPARATORY COURSE

First Year

FALL TERM—Beginning Latin (5); Rhetoric (5); Physical Geography (5); U. S. History (3); Drawing (1).

WINTER TERM—Latin, Rolfe and Dennison (5); English (5); U. S. History (4); Elocution (3); Drawing (2).

* The work in Science, Mathematics, Economics, Theory and Practice of Accounts and Commercial Law, Modern Languages and English is done in the regular University classes.

 Send for University Catalogue.

SPRING TERM—Latin, Rolfe and Dennison (5); English (5); Civil Government (5); Elocution (5); Drawing (2).

Second Year

FALL TERM—Latin, Cicero (5); History of Greece (5); Physiology (5); Algebra (5).

WINTER TERM—Latin, Cicero (5); History of Rome (5); Botany (5); Algebra (5).

SPRING TERM—Latin, Cicero (5); History of England (5); Botany (5); Algebra (5).

Third Year

FALL TERM—Vergil and Latin prose, or French (5); German (5); Elementary Physics (5); English (5).

WINTER TERM—Vergil and Latin Prose, or French (5); German (5); Elementary Physics (5); English (5).

SPRING TERM—Vergil and Latin Prose, or French (5); German (5); Advanced Rhetoric (5); Plane Geometry (5).

COLLEGIATE COURSE

Leading to the Degree of Bachelor of Science in Electrical Engineering

Freshman Year

FALL TERM—Solid Geometry (4); Chemistry (4); German (4); Political Economy (2); College Rhetoric (3),

WINTER TERM—Algebra (4); Chemistry (4); German (4); Political Economy (2); Public Speaking and Argumentation (3); Invertebrate Zoology (2).

SPRING TERM—Plane Trigonometry and Surveying (4); Analytical Chemistry (3); German (4); Economics (3); Invertebrate Zoology (4).

Sophomore Year

FALL TERM—Spherical Trigonometry (4); Scientific German or French (4); Direct Current Machinery (4);

Electrical Catechism (2); Drawing and Descriptive Geometry (1); Station Practice (2); Shop Work.

WINTER TERM—Analytical Geometry (4); Scientific German or French (2); Accounting, Theory and Practice (5); Electrical and Magnetic Calculations (4); Drawing, Projections (1); Station Practice (2); Shop Work.

SPRING TERM—Calculus (4); Scientific German or French (4); Accounting (5); Electrical Designing, Wiring and Armature Winding (2); Projections (1); Station Practice (2); Shop Work.

Junior Year

FALL TERM—Advanced Physics (4); Analytical Mechanics (4); Steam Engineering (4); Corporation Accounting (3); Mechanical Drawing (1); Station Practice (2); Shop Work.

WINTER TERM—Advanced Physics (4); Electric Railroads (4); Commercial Law (3); Telephony (2); Mechanical Drawing and Lettering (3); Station Practice (2); Shop Work.

SPRING TERM—Advanced Physics (4); Theory and Practice of Electrical Measurements (3); Electrical Distribution (4); English (4); Mechanical Drawing (1); Station Practice (2); Shop Work.

Senior Year

FALL TERM—Advanced Steam Engineering (6); Alternating Current Machinery and Appliances (4); Dynamo Laboratory, Direct Current (4); Psychology (3).

WINTER TERM—Electrical Testing, Cables, Magnets, Lamps, etc. (3); Electrical Transmission of Power (4); Alternating and Polyphase Currents (4); Dynamo Laboratory, Alternators and Transformers (4); Logic (4).

SPRING TERM—Central Station Design, Management and Testing (4); Dynamo Laboratory, Alternating and Polyphase Machinery (4); Contracts and Specifications (1); Thesis (5).

SHORT COURSE IN ELECTRICAL ENGINEERING *

First Year

FALL TERM—Physics, Class Work and Laboratory (5); Solid Geometry (4); Electrical Catechism (2); Direct Current Machinery (4); Drawing and Descriptive Geometry (1); Free-Hand Drawing (2); Station Practice (2); Shop Work.

WINTER TERM—Physics, Class and Laboratory (5); Freshman Algebra (4); Electrical and Magnetic Calculations (4); Mechanical Drawing (1); Free-Hand Drawing (2); Station Practice (2); Shop Work.

SPRING TERM—Plane Trigonometry (4); Electrical Designing, Wiring and Armature Winding (2); Electrical Distribution (4); Power Plants (2); Mechanical Drawing (1); Free-Hand Drawing (2); Station Practice (2); Shop Work.

Second Year

FALL TERM—Alternating Current Machinery (4); Steam Engineering (4); Chemistry or Spherical Trigonometry (4); Dynamo Testing (3); Mechanical Drawing (1); Station Practice (2); Shop Work.

WINTER TERM—Electric Railway (4); Electrical Transmission of Power (4); Telephony (2); Chemistry or Analytical Geometry (4); Mechanical Drawing (1); Practice (2); Shop Work.

SPRING TERM—Electrical Measurements (3); Central Station Design, Management and Testing (4); Investigation and Report (2); Contracts and Specifications (1); Analytical Chemistry or Calculus (4); Mechanical Drawing (1); Station Practice (2); Shop Work.

* **Requirements to Begin This Course:**—English—one term Rhetoric, two terms American Literature; Mathematics—two terms Algebra, one term Plane Geometry. These may be taken in the Preparatory course, if not already taken elsewhere.

OHIO UNIVERSITY

ATHENS, - - OHIO

BEAUTIFUL Established by act of **ACCESSIBLE**
HEALTHFUL the Ohio Legislature,
February 18, 1804 **LOCATION**

THE UNIVERSITY now has a Faculty of thirty-nine members, and includes

The College of Liberal Arts, The State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Drawing and Painting, and The State Preparatory School.

Affiliated with OHIO UNIVERSITY are

The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio; The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio

FACILITIES

Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Seventeen Thousand well-selected Volumes in Library; Gymnasium and Field Athletics under the careful supervision of a Trained Instructor; Women's Hall, well-appointed and under Efficient Management.

COURSES

In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A. B., Ph. B., B. Ped., and B. S. Special Courses in Electrical Engineering, Business, Music, Drawing and Painting, Elocution, and Physical Culture.

NO TUITION

Registration Fee of \$5.00 per term. Other expenses very reasonable.
Fall Term will open September 8, 1903.
Winter Term will open January 5, 1904.
Spring Term will open March 29, 1904.

THOROUGH- NESS

Attend an old and a well-established institution which has an enviable record for **thoroughness, culture, and prestige.**

SUMMER TERM

Nearly 500 students in 1903. The Summer Term of 1904 will open June 20th, to continue six weeks. No tuition. Registration Fee only \$3.00. Superior Faculty of 24 members. Full College credit will be given for work done. Thorough reviews in the common branches.

The STATE NORMAL COLLEGE

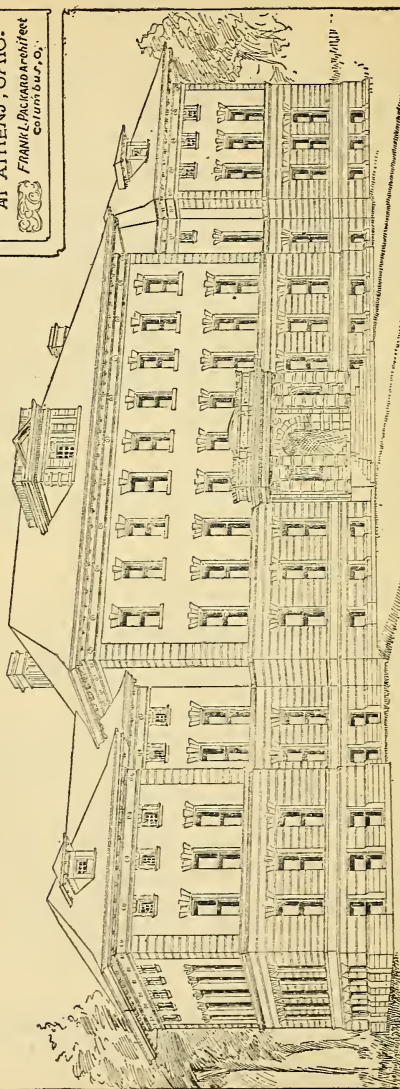
Of Ohio University opened Tuesday, Sept. 9, 1902, with Henry G. Williams, A. M., as Dean of a Faculty of twenty specialists. A Training School, to illustrate the best methods of teaching, is in successful operation. The work of the College is gaining warm commendation from prominent educators all over the country.

CATALOGUE, ETC.

For Catalogue and further information, address
ALSTON ELLIS, President, or ELI DUNKLE, Secretary,
ATHENS, OHIO

the NORMAL COLLEGE
 OF the
 OHIO UNIVERSITY
 AT ATHENS, OHIO.

FRANK L. PICKARD Architect
Columbus, O.



Calendar—1903

TUESDAY, JANUARY 6.....Opening of Winter Term
FRIDAY, MARCH 20.....Close of Winter Term
TUESDAY, MARCH 31.....Opening of Spring Term
SUNDAY, JUNE 14....Beginning of Commencement Week
THURSDAY, JUNE 18..... Commencement Day
MONDAY, JUNE 22.....Opening of Summer Term
FRIDAY, JULY 31.....Close of Summer Term
TUESDAY, SEPTEMBER 8.....Opening of Fall Term
FRIDAY, DECEMBER 18... ..Close of Fall Term

Calendar—1904

TUESDAY, JANUARY 5.... ..Opening of Winter Term
FRIDAY, MARCH 18.....,.... ..Close of Winter Term
TUESDAY, MARCH 29..... ..Opening of Spring Term
SUNDAY, JUNE 12....Beginning of Commencement Week
THURSDAY, JUNE 16.....Commencement Day
MONDAY, JUNE 20.....Opening of Summer Term
FRIDAY, JULY 29. Close of Summer Term
TUESDAY, SEPTEMBER 6.....Opening of Fall Term
FRIDAY, DECEMBER 23 Close of Fall Term

